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Thesis

EXTRA-CURRICULA ACTIVITIES IN NORMAL SCHOOLS AND TEACHERS COLLEGES OF THE UNITED STATES

Submitted by

HENRY DWIGHT CARLE

(B.S., Middlebury, 1919)

In partial fulfillment of requirements for the degree of Master of Education

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CHAPTER I

EXTRA CURRICULA ACTIVITIES IN NORMAL SCHOOLS AND TEACHERS COLLEGES OF THE UNITED STATES

HISTORICAL BACKGROUND

Extra class activity in schools are an old institution. In the gymnasia of old Athens many of the things we call extra curricula activities were a part of the regular school program. "The boys had for teachers a number of gymnasts of ability. Running, wrestling, and boxing were much emphasized. He also learned to ride a horse, to drive a chariot, and to sing and dance in the public chorus." [1] "In the Roman schools the athletic exercises of the Greeks were rejected as contributing to immorality and being a waste of time." [2] But in many of the later monastic schools of Europe there were opportunities for plays and games of one type or another. In the fifteenth century the early Italian Humanistic educators greatly favored healthy exercise. "Such physical sports and games as fencing, wrestling, playing ball, football, running, leaping, and dancing were given special emphasis. Competitive games between different schools were held, much as in modern times." [3] Even

1: Cubberly History of Education Page 34
2: Cubberly History of Education Page 68
3: Cubberly History of Education Page 267

in the Jesuit schools during the seventeenth century something of the extra curricula work was tried out to stimulate interest. "In the various schools devices were resorted to, chief among which were prizes, emulations, rivals, and public disputations." [1] Rugby in the schools of England dates back several centuries. In the founding of the first academies in the United States Benjamin Franklin recommended that a "building should be provided in a healthful situation, with a library, apparatus, garden, orchard, meadows, and fields. Sports were recommended for the physical good of the students: running, leaping, wrestling, and swimming." [2] "The academies were not without their student activities. There were debating and literary societies, and an occasional play. Annual exhibitions were the outstanding social affairs of the year, where educational accomplishments were shown to an admiring public. More time was given to sports. During the early eighteen hundreds at Exeter, New Hampshire, for example, a game of football was played in which the whole school was divided into two sides. The game consisted largely in kick the ball back and forth. Boys played bat and ball in the spring. Occasionally the energy which should have been given to

1: Cubberly History of Education Page 342
2: Douglas Secondary Education Page 15

athletic sports was vented in a riot between the academy students and the boys of the neighborhood." [1] In the colleges of this country lyceums, debating, and declamation societies have long been in vogue.

At this point it might be well to ask "What do we mean by extra curricula activities?" Some educators claim there are no such things, every activity is a part of the regular school program. [2] Others consider extra curricula activities as those in which no school credit is given. One definition is "all activities that are not regularly scheduled on the daily program of the school". A few go as far as to say that all work that does not have cultural or professional value is extra curricula work. The writer found it hard to decide under what head to put certain organizations. In one school the members of the Glee Club received school credit. Often editors of the school paper received credit in English. [3] In a Wisconsin school credit is given to those who participate in dramatics. [4] It is a quite

DEFINITION

1: Douglas Secondary Education Page 21
2: Douglas Secondary Education Page 616
3: Shepherdson State Normal Bulletin, Shepherdon, West Va.
4: State Teachers College Bulletin 1929, Whitewater, Wis.

common practice to have all the girls join a "Women's League" and the men join the "Union". These organizations do a great deal of outside of class work, but everybody is compelled to join.[1] Another example is where all the students are divided into literary societies. Great competition develops between the groups.[2] In a few schools all students are compelled to go out for some athletic activity.[3] In still other cases we find the opposite is true. The students can join a certain number of clubs, etc. Every organization is on a point basis.[4]

The writer in this thesis considered all activities as extra that are commonly considered as such, whether credit was given for them, whether or not students were compelled to join, or if a certain time was set aside for them in the school program. Under this head come all associations, societies, and clubs.

TRANSITION

The normal schools developed up from the Academy

1: Kent Teachers College Bulletin, 1929, Kent, Ohio
2: State Normal School Bulletin 1929, Dickerman, No. Dakota
3: State Teachers College Bulletin 1929, California, Penna.
4: State Teachers College Bulletin 1929, Bloomsburg, Penna.

rather than from the College. The early Latin grammar schools were taught by college graduates who had a strong Latin foundation.. The lower schools were taught by almost anyone who could read or write, generally some poor person who needed the money. Most of the Academy teachers were from the colleges. When the dame school and the writing school joined and became our elementary school a new situation developed.

DEVELOPMENT OF NORMAL SCHOOLS

It was the exceptional college graduate who could adjust himself to the smaller students. Good teachers were scarce for both city and country school. "As early as the founding of Franklin Academy in 1756 one of the purposes specified in its establishment was 'that others of the lesser sort might be trained as teachers'." [1] In a short time "the academies served the very useful purpose in supplying to the lower schools the best educated teachers of the time." [2] In some of the states as Vermont, Alabama, Louisiana, and within ten years in western Massachusetts, many of the teachers were only academy or high school graduates, or less. [3] In Kentucky in 1927 only one-half of the teachers in the county system had graduated from the academies or high school. [4]

1: Cubberly Secondary Education in the U. S. Page 286
2: Cubberly Secondary Education in the U. S. Page 186
3: Kent Teachers College Bulletin 1929, Kent, Ohio
4: Kentucky School Quarterly, October 1927 Page 29

Douglas says that in many of the mid-western states graduates take the high school training course to teach in the rural schools.[1] After extensive effort over a period of ten years, New Hampshire now prides itself that practically all her teachers in the rural schools are Normal School graduates.[2] It has been hard for teacher training to break away from the academy and its offspring, the high school. This course came in the senior year, a one-year course. Later in some states as Vermont, a year was added to the four-year course for actual training in the field. "The first State Normal School of instruction was one year in length. About a decade after the establishment of the State Normal School in Massachusetts, the term of study was advanced to a year and one-half and remained so until 1866 when it became two years in length.[3] It is interesting to note that the early Normal Schools made no preparation in their curriculum for extra curriculum work. The following is the course of study prescribed for Normal Schools of Massachusetts in 1866.

1: Douglas Secondary Education Page 283
2: Report of Commissioner of Education, 1929 Pamphlet
3: Mosher Rise and Organization of State Teachers Colleges Page 127

EARLY NORMAL SCHOOL SUBJECTS

FIRST TERM
Arithmetic - Oral Written
Geometry
Chemistry
Grammar and Analysis of English Language

SECOND TERM
Arithmetic Completed - Algebra begun
Geometry completed - Geography, History begun
Physiology and Hygiene
Grammar and Analysis completed
Botany and Zoology once or twice weekly

TH IRD TERM
Algebra completed - Bookkeeping begun
Geography and History completed
Natural Philosophy
Rhetoric and English Literature
Minerology and Geology once or twice weekly

FOURTH TERM
Astronomy
Mental and Moral Science including the principles and art of reasoning
Theory and art of teaching
a. Principles and Methods of Instruction
b. School Organization and Government
c. School Law of Massachusetts
Civil Policy of Massachusetts and the United States [1]

FIRST NORMAL SCHOOL ACTIVITY

As the academies became numerous in number, many of them small, little interest was taken in extra curriculum work. In the rural school none at all. The Normal School saw little demand for such things even as plays and games. In Samuel P. Hall's "Lectures on Schoolkeepery in the First Normal School in America", no mention of extra curriculum activity is made. [2] The normal school in its development had to compete with the already established

1: Register and Curricula, State Normal School, Salem, Massachusetts 1869 Pages 8-9
2: Wright:

academies and so its growth was naturally slow, as the following chart shows.[1]

DATE	NUMBER	TOTAL	DATE	NUMBER	TOTAL
1838	3	3	1885	4	72
1844	1	4	1886	1	73
1849	1	6	1887	5	78
1853	1	7	1889	7	85
1854	1	8	1890	3	88
1855	2	10	1891	2	90
1857	1	11	1893	8	98
1858	1	12	1894	5	103
1859	1	13	1895	7	110
1861	1	14	1896	1	111
1862	2	16	1897	2	113
1863	1	18	1898	1	114
1865	4	22	1899	5	119
1866	6	28	1900	1	120
1867	7	35	1901	4	124
1868	1	36	1903	5	129
1869	3	39	1904	2	131
1870	5	44	1905	3	134
1871	3	47	1906	2	136
1872	4	51	1907	4	140
1873	3	54	1908	5	145
1874	1	55	1909	10	155
1875	2	57	1910	5	160
1876	1	58	1911	5	165
1877	1	59	1913	4	169
1878	1	60	1916	2	171
1879	1	61	1917	2	173
1881	2	63	1918	1	174
1883	3	66	1919	1	175
1884	2	68	1921	2	177

1: Mosher: Rise and Organization of State Normal Schools
Dates of Establishment of State Normal Schools
Page 80 Table VI

CHAPTER II

AIM OF THE NORMAL SCHOOL

"A Normal School is usually defined as an institution for the preparation of candidates for the teachers profession." [1] E. R. Mosher in his study of Normal Schools found that these institutions did not have a clear aim. [2] The writer did not find this true in his study. It is true that there is the big question of professionalization of subject matter that has not been solved. Time will take care of this, like it does most questions of method. A few schools, as one in Wisconsin, have a dual purpose. It not only has a regular teaching preparatory course, but also supports a flourishing Junior College. [3] Ohio University consists of a college of liberal arts, and a college of education which prepares candidates for the teaching profession. H ere, as would be expected, the teacher training aim is slightly influenced by the cultural college. [4] The same thing is true in California and a few other states,

AIM

1: Monroe Cyclopedia of Education, Vol. IV, Page 481
2: Mosher: Rise and Organization of the State Teachers College Chapter III
3: State Normal School Culletin 1929, Milwaukee, Wisconsin
4: State Teachers College Bulletin 1929, Athens, Ohio

but in all the professional aim is the one stressed in these institutions. To quote from several schools: "This school exists as a technical institution for the training of teachers to carry on the work of popular education. The central idea is to inspire young people to enter the profession of teaching with a clear and accurate idea of the various educational problems that confront the public school teacher." [1] An Illinois institution tells us that the "function of the state in education extends of necessity to the training of teachers. A Normal School exists primarily not for the benefit of its students, but for the benefit of the whole people. It is professional in character." [2] A Michigan school says, "The purpose of the Western State Teachers College is to prepare teachers for the public schools. When this purpose, held in common by all the teacher training institutions of the state is fully realized, every child in Michigan will be taught by a teacher of vigorous health, high mentality, broad and thorough scholarship, high professional spirit, genuine skill in the art of teaching, culture in the amenities of life, winning personality, and sound character. This college seeks to attract young men and young women in whom

1: State Teachers College Bulletin 1929, Farmville, Virginia
2: Teachers College Bulletin 1929, Charleston, Illinois

these high qualities are potential. By careful attention to the formation of those which make for good health; by the development of sound bodies through physical education; by courses of study which introduce students to the best in thought and life, at the same time gives as thorough knowledge of the various branches of study as possible in the study, an appreciation of scholarship, and an understanding of the principles underlying the teaching process; by providing ample opportunity for prospective teachers to become acquainted with children and to observe and do practice teaching in its varied system of schools; by developing initiative, self-reliance, and community spirit by a voluntary participation along the lines of the student's taste or interest in a sane, wholesome social life, in all these ways this college aims to develop in its students the essential qualities of the teacher, and, as a consequence to do its part in giving the state a body of teachers thoroughly trained for every phase of their work. By every means at its command it seeks to keep constantly before its teachers and students that character and service are the highest

aims of education and the noblest ideals of life." [1]

A Kentucky school says, "Rapid changes are being made in education thought and procedure. Only a few years ago teaching was either a trade of a calling; today we think of it as a profession. The timeworn phrase, "She is a born teacher." has given away to the expression "She is a trained teacher.". The modern teacher takes her place alongside the members of the other professions and is recognized and respected in that group. In the earlier days the idea was quite generally accepted that scholarship was the only requirement for the teacher. Gradually it became evident that a teacher should have training in the "art of teaching" in addition to the academic training that she possessed. As a result colleges and academies added to their curricula courses in pedagogy. This movement brought about two distinct innovations in the field of higher education, namely the Departments of Education in our Liberal Arts Colleges and State Universities, and the Normal Schools and Teachers Colleges. The Teachers College is more than a Liberal Arts College with a few professional courses added to the

1: Analysis of the Student Body, Western State Teachers College Bulletin 1929, Kalamazoo, Michigan

regular curriculum. It attempts to train teachers to pick from the great body of organized knowledge that which may be most easily adapted to the group to be taught and to teach lessons in the most efficient and practical way. The Normal School or Teachers College is a laboratory for working out educational experiments in a scientific manner."[1] The New Hampshire aim states in a few words the aim of all the Normal Schools of the country - "The purpose of the school is 'Training For Service', training teachers to teach in the schools of the state; to teach not the State Program of Studies, but through the State Program of Studies as a medium, to so train the children that they may best use their abilities for the welfare of society. Special emphasis is laid upon the preparation for teaching in rural schools."[2]

I have quoted extensively the aim of our teaching institutions, for this has a great bearing on the extra curriculum activities. The normal schools are a professional institution in the same sense that a medical

1: Bulletin State Normal School, 1929, Morehead, Kentucky
2: State Normal School Bulletin, 1929, Keene, New Hampshire

college, engineering institution, or a law school is professional. The justification of extra curriculum activities should be on this basis.

FUNCTIONAL CHANGE IN UNITED STATES

The Normal School is undergoing another change that has an important effect. "The State Normal Schools all over the country are advancing to the Teachers' College status." [1] There is a general feeling that two years is not time enough to properly train a teacher for the modern schools. "The proper training for teaching the third grade should be prolonged and as serious training for teaching the tenth or twelfth grade." [2] The second year of the two-year course is broken up by practice teaching. This is hard, intensive work and the student has little time for outside work. A student during the first year just gets started on a club activity and then has to drop it the second year. If a school has a four year course there is ample time to develop leaders for all kinds of organizations. In the writer's study of the normal schools of the country this was very noticeable. A few two-year schools had practically no extra curriculum work while others of about the same size, but with four-year courses, had twenty or more. Moreover, a different

1: Mosher Rise and Org'n. of State Teachers Col. Page 312
2: Carnegie Foundation for Advancement of Teaching Bulletin #14, Page 9

type of extra curriculum is needed if the Normal Schools are going to train for high school positions. "Graduates from thirteen states, namely Colorddo, Illinois, Indiana, Kansas, Louisiana, Michigan, Missouri, Nebraska, New York, Ohio, Oklahoma, Texas, and Virginia of the 488 graduates of the four-year course listed 351 or 72% as teaching in high schools their first year out, 25 or 5% are college teachers, 7 or 1½% hold administrative positions, 10 or 2% graduate work in colleges, 50 or 10½% have forsaken the profession or are unaccounted for, and 43 or 9% are in elementary schools. It is probably safe to assume that many of the latter will advance to high school positions as soon as opportunity affords. The fact of the case seems to be, under present conditions, the main objective of the four-year course is to train high school teachers." [1]

"Throughout the Union the last decade has marked a transfer of two-year Normal Schools into four-year Normal Schools or Teachers' Colleges with curricula of 2-3-4 years. The movement has continued until now in forty of the forty-eight states there are state supported four-year degree granting teachers' colleges or Normal Schools. In the organization of our own four-year curricula, every attempt has been made to avoid duplication and the degree granted

1: Mosher Rise and Organization of State Teachers Colleges

to graduates is not the bachelor of arts or bachelor of science degree, but the professional degree, bachelor of education." 1

1: New Hampshire State Board of Education, Institute Circular Series 1930, #143 Page 4

NEW HAMPSHIRE PLAN

"In 1926, after prolonged discussion and following many conferences, the State Board, as trustees, established four-year curricula to meet the need of trained teachers in the junior-senior high schools. The plan has been in operation now nearly four years and its success as well as its necessity has already been amply demonstrated. In 1928 the first four-year class, seventeen students, and in 1929 the second, thirty students, graduated and all were at once employed in the public schools. This is the New Hampshire plan as adopted four years ago.

FOUR-YEAR COURSE IN NEW HAMPSHIRE

The large majority of the normal school students are in the two-year elementary curriculum and are trained for rural village and city elementary schools. The supply of graduates very fairly meets the demand and now for several years all one-room rural schools which have called for inexperienced teachers have been filled with normal school trained teachers. It is to be noted that the normal schools of the Southern New England states are now passing to the three-year basis for all elementary

teachers on the ground that elementary pupils need as broadly trained teachers as pupils of higher grades. The same point was recently made in a public address by the President of the New Hampshire Federation of Women's Clubs.

THREE-YEAR GRADUATES

A smaller number in the three-year curriculum train for the work of the junior high school or for the seventh and eighth grades, and again the normal school supply equals the demand. Many of the teachers teach their specialty, English, History, Science, or Mathematics, not only in Grade VII and VIII, but in the lower grades of the high schools, since the junior and senior high schools in most of the smaller towns are organized now in the same building. Last year our superintendents reported on the thirty three-year graduates of Keene and Plymouth who were teaching the two subjects English and History in such schools and stated that ten were superior, sixteen good, four fair. None were poor and none were failures. Nearly one-fourth of the teachers employed in our senior high schools are normal school graduates and are mostly from the three-year curriculum.

FOUR-YEAR GRADUATES

The number enrolled in the four-year curricula is still small and is limited to selected pupils, chosen from the sophomore class. These groups are made large enough so that there may be economy in instruction and small enough so that the state need shall not be exceeded. At present, however, the supply is far below the demand as is shown by the fact that the majority of the new high school teachers chosen for New Hampshire schools last September were neither residents of New Hampshire nor graduates of the post-secondary institutions located within the state.

There are five curricula for four-year students: English, Mechanic Arts, Home Economics, History, and Commerce." [1]

1: New Hampshire State Board of Education, Institute Circular Series 1930, #143, Page 2.

NATURE OF THE NORMAL SCHOOL AS AN INSTITUTION.

NUMBER OF NORMAL SCHOOLS

Most of the normal schools and teachers colleges of the country are state institutions. According to a government bulletin there are ninety-nine teachers colleges, three of which are negro, one hundred and nine normal schools, seventeen of which are negro and three private, twenty-eight city normal schools one of which is negro, making a total of two hundred and thirty-six, two hundred and five of this number under state control.[1] If the above is true these institutions would not be justified to go into an extensive program of extra curriculum activities until there was a public demand for such in the school they train for. Moreover, the normal schools as a whole, since the first normal school opened in Massachusetts, have been under state control. Public schools can only advance as fast as they are allowed to by popular sentiment. The conservative nature of the general public is reflected to the normal schools. As Franklin Roberts of Boston University says, "Normal Schools are a hot bed of conservatism." This gives us one of the reasons why these schools have done so little in extra curriculum activities in the past.

1: Bureau of Education Bulletin, 1928, #1. Pages 78-81

SUMMARY

Normal Schools and Teachers Colleges are professional institutions. They should be laboratories for working out educational experiments in a scientific manner. In the main curriculum work should be professional in character. The general tendency today is for normal schools to train for elementary schools and the teachers colleges to train for high schools. As most of the teachers colleges have two-year courses they have a dual purpose. The two-year schools have been handicapped by the short term of the students in developing extra curriculum work. The four-year school must develop a new type of activities. State institutions are publicly controlled and naturally are conservative.

CHAPTER III

THE RISE OF THE CLUB MOVEMENT.

EARLY CLUB MOVEMENT

The club movement like many other educational movements in the United States originated outside of the school walls. Much credit should go to the Y. M. C. A. and the churches. People like organizations. The herd instinct brings men to join their Masonic and Odd Fellows orders; the women to their afternoon clubs and whist parties; and what boy at some time has not belonged to some group more or less organized? "Instinctive basis for the organizations, such as gregariousness, love of adventure, migration, physical exercise, and athletics, are readily seen in the spontaneous groups. Gangs are most often found between ages of eleven and thirteen. While each usually exists for a definite set of activities, the primary purpose of the typical gang is to indulge in some form of physical activity. Leaders emerge, sometimes chosen for athletic prowess, but more often because of inherent qualities of leadership. Self sacrifice, cooperation, and loyality are demanded and willingly given by members. While these are fundamentally virtues they are often misdirected if the activities of the gang are unsupervised." [1] The writer can count up eleven such

1: Douglas: Secondary Education Page 441

groups he has joined in the past and that the average man has had the same experience is doubtless true. The religious organizations were among the first to capitalize this instinct. About 1910 every church had its boys club, either locally or nationally organized, as the Knights of King Arthur. Many churches started Boy Scouts in their parish. This organization was founded by Sir Robert Baden-Powell, a general in the British Army. "The success of this leader of boys in forming the Boy Scouts of England aroused the interest of such men as James E. West in the United States, and the Boy Scouts of America was founded in 1910. Mr. West was not an educator in the ordinary sense of that term, but he had wide experience with boy life. [1] The United States government did a great deal in originating the agricultural club idea. B. F. Ward says that "the first pig club was started in Louisiana in the fall of 1910 with a membership of fifty-nine boys. By the means of this club thousands of boys are being interested and instructed in hog raising, to their own pleasure and profit and to the benefit of the community and the country. The influence of such work toward more successful stock raising, good citizenship, and replenishing the nation's

1: Roberts and Draper Extraclass Activities Page 268

larder cannot yet be measured." [1] The United States Government through the Department of Agriculture started "the first poultry club for boys and girls in Virginia in November 1912, and in one year it had spread to North Carolina, South Carolina, Georgia, Kentucky, and Tennesse." [2] "Girls Scouts was first organized in the United States in 1912 as a nonsectarian and nonpartisan organization. The distinctive thing about girl scouting is that all activities are carried on by well-tried and acceptable methods of team play in small groups. Scouting meets a fundamental need for recreation and education in every young girl's life. The activities revolve around outdoor living, home making, and community service, aiming through these at character development and happiness." [3] "One of the best known organizations for girls whose activities contributes to home training, is the Camp Fire Girls. Founded by Mr. and Mrs. L. H. Gulick in 1912, the Camp Fire membership now consists of tens of thousands of girls in eight thousand or more camps scattered throughout the United States and a dozen foreign countries. The fundamental idea back of the organization is to "foster the personal relation of

1: Year Book of the Department of Agriculture 1915, Pg. 171
2: Year Book of the Department of Agriculture 1915, Pg. 195
3: Roberts & Draper Extraclass Activities Page 267

mother and daughter, to cultivate the closest intimacy between them, and to magnify the home as the sacred center of their relations." Under its seven crafts, home, health, camp, hand, nature, business, patriotism, nearly a thousand specific suggestions are tabulated, each opening some avenue of distinct, purposeful and helpful endeavor for girls." [1]

PUBLIC DEMAND

The interest in all such organizations was so great, the results so educational that slowly the public demanded and the schools added one more function to their many duties. Today we find credited courses in club activities in such educational institutions as State Normal School, Keene, New Hampshire; State Teachers College, Gunnison, Colorado; Sam Houston Teachers College, Huntsville, Texas, and in about fifty others. [2]

OTHER INFLUENCES

There are other causes for club growth that should be mentioned. The private colleges and private secondary schools use clubs for advertising purposes. Dramatic Clubs, Glee Clubs, and Debating Clubs, besides athletics, are very useful for this purpose. Public school administrators

1: Douglass Secondary Education Page 462
2: State Normal School Catalog 1930, Keene, New Hampshire
State Teachers College Catalog 1927, Gunnison, Colorado
Sam Houston Teachers College Catalog 1929, Huntsville Texas

often use them to get their school before the public eye. The whole outdoor health movement, fast becoming a part of the regular school program, was stimulated by the poor health showing of the men drafted in the late war. "The need of health education was forcibly brought to the attention of the Nation by the number of men who were found physically unfit for military service in the World War. In twelve states twenty to thirty percent of the draft registrants were rejected; in thirteen states thirty-one to thirty-five percent; in ten states thirty-six to forty percent; in thirteen states forty-one to fifty percent." [1] These figures stand out much stronger when we consider that all these men were between the ages of twenty-one to thirty-one.

Again, it has been computed that forty-two percent of the number of deaths that occur in the United States each year are caused by reasonably preventable diseases, that approximately three million persons are constantly seriously ill, also largely of preventable diseases, and that fifteen years could be added to the average life by

1: Ayers The Waf With Germany Page 20

hygenic living. The combined loss each year through preventable illness or postponable deaths has been estimated to be near a tenth of the average income for every family.[1]

NEW PHILOSOPHY

The best reason for the growth of club activities is the new interpretation and interest in the modern philosophy of education and new facts the psychologists have discovered. Terman tells us that at an early age native mental ability ceases to grow. Most psychologists place the age somewhere between the ages of thirteen and eighteen. Terman rests it at sixteen and Dearborn gives the opinion that increnents are not measurable by our present tests long after the age of fourteen or fifteen. Gifted children continue to develop intellectually for some little time beyond the average period, while those whose native endowment is below average ceases developing before this age.[2] This tells us if we are going to develop habits and ideals in people it must be done before the age of sixteen. It is before this age that the extra curriculum activities must get in their best work.

Benjamin Franklin's philosophy of education has

1: Raper, L. W. School Health Administration Chpt. I
2: Dearborn The Child: His Nature and Needs Page 82

always been accepted as the key to American educational philosophy, "All interested in education recognize the basic right of the individual to a training which will prepare him to the utmost for happiness in a field of his own choice, for freedom in achieving as much as possible for himself while giving unselfishly to the weal of society, for living a life that would be for him his own because it was his choice, because he had prepared for it and saw in it a great responsibility to all life." [1] "In this country, the chief educational ends finding general acceptance have been, and are, individual development and social efficiency." [2] We also have the democratic aim. "The purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and of society as a whole." [3] Also we have the report of the Commission on the Reorganization of Secondary Education which developed the seven cardinal principles of education: Health, Worthy Home Membership, Vocation, Command of Fundamental Processes, Citizenship, Worthy Use of Leisure, Ethical Character. [4]

OTHER AIMS

1: Roberts & Draper Extraclass Activity Page 6
2: Douglas Secondary Education Page 326
3: Bulletin of Bureau of Education 1918, #35, Page 9
4: Bureau of Education Bulletin #35, 1918 Pages 11-15

MORAL AIM

Another Bureau publication says, "To consider moral values in education is to fix attention upon what should be the paramount aim. A schooling that imparts knowledge or develops skills or cultivates taste or intellectual aptitudes fails of its supreme object if it leaves its beneficiaries no better morally. In all their relationship, present and future, that is, as schoolmates, as friends, as members of a family, as workers in a special vocation, as Americans, as world citizens, the greatest need of our boys and girls is character, the habitual disposition ot choose those modes of behavior that most do honor to human dignity. Not simply to learn to tell the truth or to respect property rights, but to realize in even more vital ways that the worthwhile life consists in the endeavor to live out in every sphere of conduct the noblest of which one is capable -- that it is which gives education its highest meaning. Stated in terms of national service, the aim of secondary education should be to equip pupils as fully as possible with habits, insights, and ideals that will enable them to make America more true to its traditions and its best hopes." [1]

1: Bureau of Education Bulletin 1917 #15

It is through the extra curriculum activities that these aims can be best realized. Here the student has freedom of choice, and chance to enter the thing he is

LEADERSHIP AIM

interested in, a chance to develop his powers of leadership, and an opportunity to feel responsibility. It is through these extra activities that the principal can lead young people to a knowledge of what they most need and build the ideals and develop the necessary habits to accomplish the purpose. Education has failed in many of its hopes because it was expected to accomplish too much from classroom activities. A sort of a new dawn is now opened to the progressive educator.

SUMMARY

The Club movement originated outside of the school. The Y. M. C. A., churches, and government agencies deserve a great deal of credit. The founding of the Boy Scouts, Girl Scouts, and Campfire Girls has had tremendous influence. These last movements interested the public in club activities. The agricultural clubs formed by the Bureau of Agriculture brought the home to see the club movement as being very helpful. The world war draft records developed a national interest in health activities. Among the educators a new philosophy of education interested them and made them work with more zeal to fulfill the obligations of the educational system they were in. During the last twenty years a real purpose in education has developed that has had revolutionary effects on education throughout the whole country. Many of these aims can best be carried out through extra curriculum activities.

CHAPTER IV.

RISE OF THE CLUB MOVEMENT IN NORMAL SCHOOLS

The normal schools were slow in the development of extra class activities. In the early days these institutions were small, their terms short, and there was little time for work outside the classroom. As has been stated, most normal schools have been under public control and from the nature of things very conservative.

The writer sent several personal letters to graduates of fifty years ago and received very interesting replies. These were to normal school and teachers college graduates and presidents. They were all in New England, which perhaps might account for some of the conservatism, but it is a safe guess to say that like conditions prevailed throughout the country.

EARLY ACTIVITIES IN NORMAL SCHOOLS

One reply of a graduate of fifty years ago says, "We were too busy with our studies for any such things. When we were not in the classroom we were in the study hall preparing our lessons. I don't see how students today can accomplish anything with so many outside interests." Another wrote, "Yes, we had extra curriculum

activities. Every Thursday night we all went to prayer meeting. The women in one building and the men in another. These meetings were well attended for it was good policy to be a worker in this religious work. We also had dances twice a year, once in January when a group graduated and another in June at graduation. These dances were frowned upon by the faculty and considered sort of a necessary evil. They were greatly enjoyed by about one-half of the student body."

MAINE EXAMPLES

A graduate of a Maine institution in 1881 reported that there were "three regular societies. A Philomatheon Society that met once every two weeks. The program consisted of songs, charades, and dramatics. The plays were mostly of one act. Charades were very popular at this time. The second society was a Lyceum. The work done was almost wholly in the field of debating. This was done within the group and never between institutions. We met every other week when the Philomatheon Society was not meeting. The third organization was a prayer meeting, one for boys and one for girls. This met every week without fail. The principal was the chief sponsor of the latter. We had two other clubs that were not

organized under school control. I should say about one-half of the faculty approved and the other half disapproved. The boys had a baseball club that played with outside schools. We had some success. The other, a men's debating team, held many debates with surrounding institutions. I understand that later the school took over both of these enterprises."

MASSACHUSETTS EXAMPLE

A graduate of thirty years ago, from a Massachusetts normal school, said, "We did very little of this type of thing. I never took part in anything of the kind and remember only vaguely of a society that did a little something in debating or dramatics, I cannot remember which."

One of the older normal school presidents says, "Yes, we always did something along this line, but only recently has it been of any importance in our school." Another president reports practically the same thing.

INFLUENCE OF MEN STUDENTS

It is very evident that athletics have only developed since the time when the normal school population has been increased by men. It came about through a demand from within as well as without. Even today very few normal schools or teachers colleges have extra strong teams. In

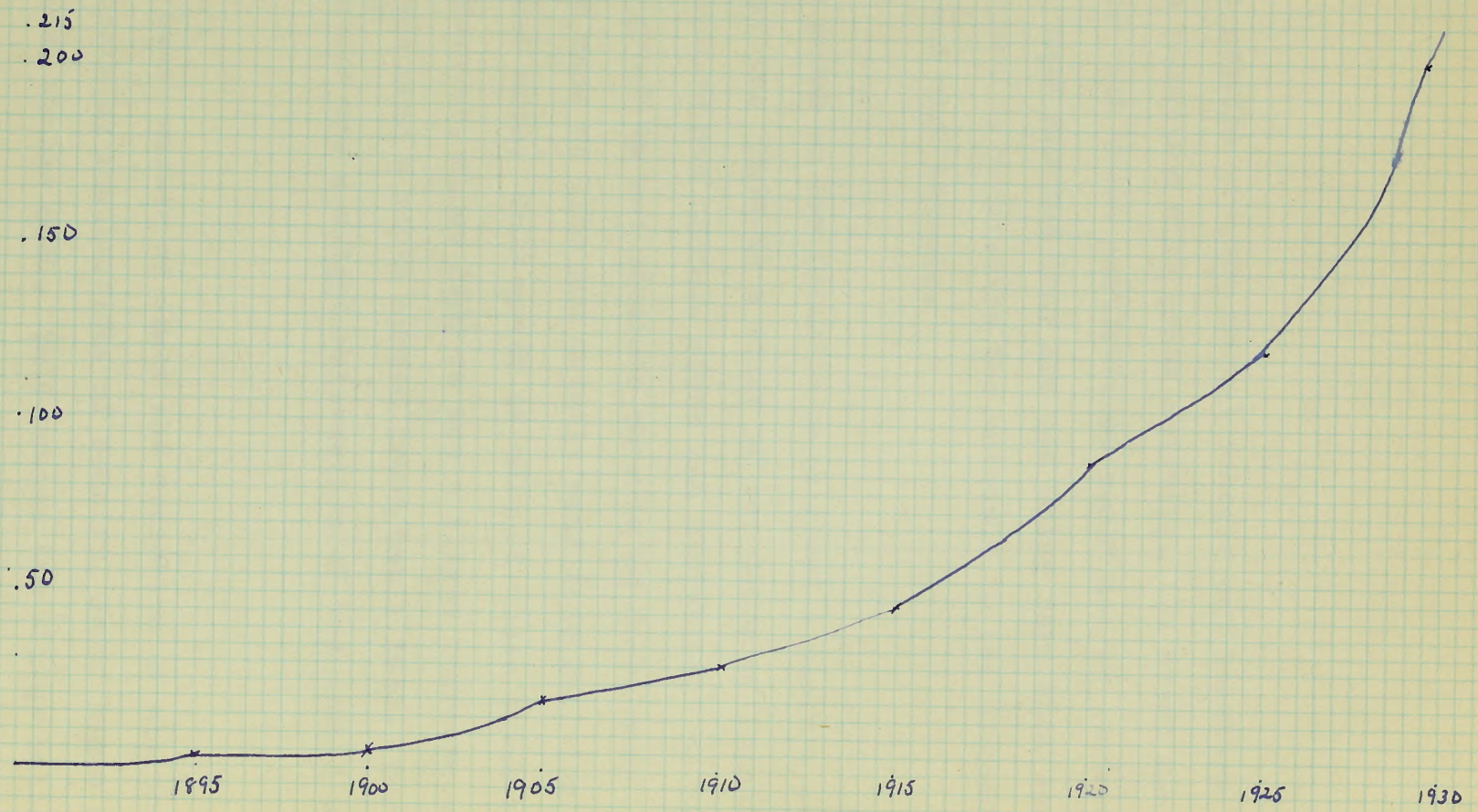
the Middle West they are developed a little better than in the east. This might be due to the relatively small number of men in these institutions. As many states have several institutions for teachers very few run up into large numbers.

EXAMPLE:

WOMEN	MEN	TOTAL	% MEN	% WOMEN
200	68	268	25	75
550	184	734	25	75
1268	201	1469	14	86
803	159	962	16	84
151	67	218	30	70
200	36	236	15	85
203	22	225	9	91
249	89	338	23	77
327	3	330	1	99
351	152	503	30	70
270	102	372	26	74
558	113	671	16	84
373	55	428	13	87
467	110	517	19	81
2484	607	3091	19	81
655	165	820	20	80
124	26	150	21	79
158	10	168	6	94
488	67	555	12	88
460	135	595	22	78
404	33	437	7	93
		AVERAGE	19%	81%

1910 The club movement did not reach the Normal Schools until after 1910. Replies from schools all over the country show this to be the case. When the club movement

Graph of dates of establishment of 215 clubs in Normal Schools and Teachers Colleges in U.S.



became a popular one the Normal Schools and Teachers Colleges responded with great activity. It seems unfortunate that these institutions could not be leaders. However, once started they are now doing more than one could expect to popularize the movement in the elementary schools and high schools.

The graph on the opposite page gives a picture of the situation. This is a study of the dates of founding of two hundred and fifteen clubs and societies. Up to 1910 the graph is not accurate because no doubt many societies came to life and quietly went into oblivion before that date. This graph is only of those which have lived. However, since 1900 we see a slight increase up to 1915 and then a rapid upward trend until 1930. During the war there was a slight retardation of the upward movement.

TOTAL NUMBER

The total number of clubs and societies of all the teacher training institutions of country, under state and city control number 3030. This number the writer believes to be correct with 100 or within a 3% error. This does not include the private of the twenty-one negro institutions.

Date of Formation of Clubs at Bridgewater Normal School Bridgewater Mass.

1875 Mens Athletic Association
1880 Year Book
1890 Glee Club
1910 Dramatic Club
1910 Garden Club
1919 Wednesday Night Social Club
1920 Girls Scouts
1920 French Club
1920 Library Club
1920 Womens Athletic Association
1925 Forum
1925 School Orchestra
1925 Mens Social Club
1928 Campus Comment (Literary Paper)
1929 Science Club

The latter were left out because the nature of the work and the opportunity for competition was so different from the other schools that it was impossible to correlate the data and be fair to them. The figures above show that there is an average of fifteen societies for each teaching institution. The numbers vary from forty-eight in an Iowa school of 5000 students to only five in an Alabama school of 350 students. The number of students had little effect on the number of extra curricula activities. A Colorado school of 428 students had forty-four organizations. Even schools of 250 students had as many as twenty activities under school control. The number varied according to the living conditions. If the school was a local institution with the great majority of the students living at home, the number of extra activities was small. If the school had few dormitories the number was effected and below the average. Schools well equipped with dormitories, gymnasium, and country surroundings, showed great activity.

CREDITS FOR EXTRA CURRICULA ACTIVITIES

Not only are the normal schools and teachers colleges

doing a fine piece of work outside the classroom, but many of them have made these activities a part of the school program and are not included in the above figures.

CREDIT

An Idaho institution of 542 students gives the following courses. Courses with credit for women in dancing, clogging, swimming, tennis, basketball, volleyball, archery, and hockey. For men credit courses are given in dancing, tennis, football, basketball, baseball, and swimming. One credit for each activity. [1]

IOWA CREDITS

From an Iowa school we read "First Aid, 2 credits; Red Cross Certificate is awarded to those who pass examination, 2 credits; Club Craft and Leadership, 2 hours credit. A study of girls' club work and its correlation with the physical education program of the public schools, a study of the organiz tions and administration of such girls' clubs as Camp Fire, Girls Scouts, and Girls Reserves, courses in football, basketball, track, baseball, gymnastics, wrestling, swimming, and mass athletics. One credit for each." [2] In this school more detailed courses in athletics are given for those interested, as fundamentals of baseball

1: State Normal School Bulletin, January 1929, Page 60
Lewiston, Idaho
2: Iowa State Teachers College Bulletin, January 1929

fielding, batting, base running and pitching. A study of various positions and rules. As many as three, six, or nine credits are given for this course alone. [1]

ARKANSAS CREDIT

Arkansas Teachers College of 800 students gives the following course in Extra Curricula Activities. A study of the organization, administration, and sponsorship of those activities not regularly included in the cirriculum, but considered a vital part of the modern school program. Some problems attached are: student participation, athletics, dramatics, musical organizations, clubs, and honor societies. [2]

A Colorado Teachers College of 428 students gives a course in Camping and Scouting. History, aims, and principles of Boy Scouts movement. Methods of the patrol and troup will be studied. Students will be given an opportunity of practical experience in the various phases of scouts and woodcraft. Particular emphasis is placed on the value of the scout program in supplementing the influence of the home, church, and school life of the adolescent boy. Those completing the course satisfactorily

1: Iowa State Teachers College Bulletin January 1929
2: Arkansas Teachers College Bulletin #2, 1929, Conway, Arkansas

are awarded the standard leader's diploma issued by the Department of Education, National Headquarters of the Boy Scouts of America, New York City. [1]

EFFORT SMALL SCHOOL

A small school of only 151 women and 67 men, gives the following course. Girls Club Work. Study of the various girls clubs such as Girls Scouts and Camp Fire Girls and methods of directing work. Each girl will be required to earn a Camp Fire certificate. Text: Girl Scout and Camp Fire Manuals. 5 hours per week. 3 credits. Fall term. Pageantry and Community Drama. The study of how to put on pageants and festivals, the writing of pageants and the production of community dramas. Text: Festivals and Plays. 5 hours per week. 3 credits. Spring Term. First Aid. This course is given under the direction of the National Red Cross and students are required to earn a first aid certificate. Text: Red Cross First Aid Book. 2 hours, 2 credits. Winter Term. Public School Physical Education. A course in general gymnastics, folk dancing and games suitable for use in elementary school work. This course is designed as a preparation for teachers going to rural and grade work. Third term. 2 hours. No credit. Also courses in soccer, basketball, and baseball. [2]

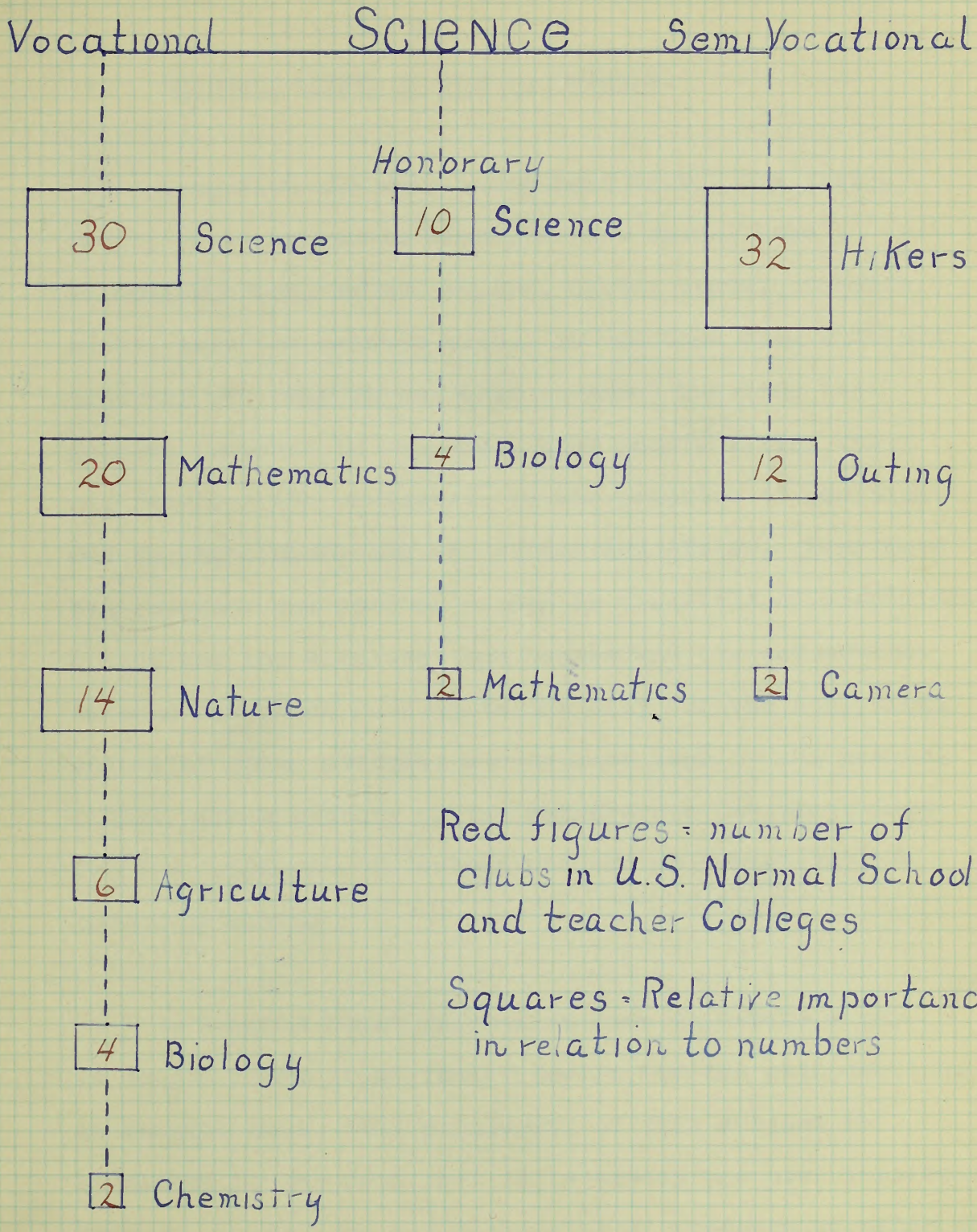
1: Bulletin Western State Teachers College, 1929, Gunnison, Colorado

2: Southern State Normal School Bulletin, 1929, #1 Springfield, South Dakota

The above materials are only samples. They can be duplicated by schools all over the country. The great weak spot seems to be in New England. Here they all have courses in plays and games, but few do much with sports in the same sense as the schools west of the Hudson River. At the State Normal School in Keene, New Hampshire, they have started a course this year in Scouting, and in the last two years have developed the sports considerably. Not only are these teacher training institutions sponsoring these activities, but they also are developing the desired spirit. In a few years, as this program grows, better and stronger teams are developed and the teacher institutions will be faced with the problem and will have to decide - do we wish our extra curriculum activities to be put on a professional basis or the popular basis of winning teams, debates, etc.? With the President of Harvard University publicly decrying the fact that the athletics of the colleges were for grandstand entertainment rather than for the best interest of the players, the normal school heads should be able to avoid the error of their sister educational institution. The Carnegie Report of 1929 on athletics in the leading colleges should also open the

NEW PROBLEM

eyes of these administrators to the dangers of the old system of athletics in this country. It is hoped that the Teachers Colleges and Normal Schools may be guided in the direction which leads to proper training and not entertainment of the grandstand spectators.


Vocational
SCIENCE
Semi Vocational
Honorary
30
Science
10
Science
32
Hikers
20
Mathematics
4
Biology
12
Outing
14
Nature
2
Mathematics
2
Camera
6
Agriculture
4
Biology
2
Chemistry
Red figures = number of clubs in U.S. Normal Schools and teacher Colleges
Squares = Relative importance in relation to numbers

CHAPTER V.

SCIENCE CLUBS IN NORMAL SCHOOLS.

SCIENCE CLUBS

Along with the many inovations during the past twenty years, as music clubs, French clubs, home economics clubs, school papers, hiking clubs, athletic clubs, came the science club. It has come from a direct interest not only in the club movement but from the growing interest in science. Many people living today can remember the revolution in the practice of medicine due to the discoveries of Pasteur and Lister. Many more can remember the work of Edison in the field of electricity, Wright and the airplane, and Haynes and the automobile. Science has grown from mysteries only for the analytical scientist to an everyday commonplace used by the masses. Things once a mystery to the fathers are now playthings for the children. Science clubs are an outlet to this common interest.

POPULARITY OF SCIENCE

In schools where general science or nature study is taught there is a greater desire for the science club. As Douglas says, "The popularity of this subject is evidenced by the fact that it is to-day the most important science course from the standpoint of students enrolled in the secondary schools. It has for its field problems which concern the average person and which are solved through the application of scientific principles." [1] Even in the

1: Douglas Secondary Education Page 259

elementary grades science has a foothold. (See chart on opposite page.) In other words in the elementary grades of forty-nine public schools scattered over the country as much as two hours per week is spent in each school on science. This might seem small to some critics, but it was only a few years ago that no science was found below the sixth grade and very little in the seventh, eighth, and ninth grades.

DEMAND FOR

As has been said, the normal school is a professional school. As long as science is taught in the elementary schools, and there is a demand for the science club activities, in elementary and secondary schools, the normal schools and teachers Colleges are justified in entering this field. That there is a demand goes without much question. The Audubon Society reports club activities in schools all over the country. In most schools where there are club activities, especially in the junior and senior high school, a radio club, camera club, science club, nature club, outing club, or some other club related to science will be found.

The following are a few science clubs actually in operation:

Cardinal Audubon Club, Grinnel, Iowa
Science Club, Garfield High School, Seattle, Washington
Science Club, Franklin High School, Seattle, Washington
Junta Club, Fremont High School, Oakland, California

TABLE OF TIME ALLOTMENTS OF SUBJECTS IN FORTY-NINE PUBLIC SCHOOLS * 1

SUBJECTS	GRADES 1	2	3	4	5	6	TOTAL
Language	130	141	167	176	187	194	995
Spelling	39	82	87	85	82	78	472
Reading	421	404	332	245	182	141	1725
Arithmetic	64	143	193	206	211	211	1028
History	17	19	30	54	84	97	301
Civics	9	12	11	12	14	15	73
Geography	11	14	59	137	156	162	462
Supervised Play	22	19	18	14	16	16	105
Science	22	23	23	21	21	21	132

* Figures in minutes per week

1: Colorado State Teachers College Bulletin #4, Table I
Greeley, Colorado

TABLE OF SCIENCE INTERESTS

Scientific Interests of Boys and Girls in General Science Classes. Figures equal Frequency of Mention.

Stars	194	Snakes	30
Electricity	106	Solar System	30
Animals	95	Auora Borealis	29
Planets	94	Hibernation	29
Moon	91	Rain	28
Earth	89	Thunder	28
Gravity	81	Geysers	27
Earthquakes	79	Tides	27
Volcanoes	75	Trees	27
Sun	69	Sound	26
Radio	67	Birds	23
Smoke	57	Evolution	22
Mars	54	Eclipses	21
Lightning	51	Mechanics	21
Flowers	46	Gasses	20
Ocean	43	Germs	20
Plants	42	Sky	20
Air	36	Combustion	19
Light	35	Comets	18
Fish	33	Geology	18
Wind	33	Scientific History	18
Astronomy	31	Rainbows	18
Clouds	31	Snow	18
Crude Oil	31		
Meteors			

1: Curtis Some Values Derived From Extensive Readings in General Science 1926 Page 34

Technical Club, East Side High School, Madison, Wisconsin
Science Club, Lansing, Michigan
Nature Study Club, Washington High School, Milwaukee, Wis.
Science Club, Keene High School, Keene, New Hampshire
1

Many others no doubt can be found scatteres throughout every state of the union.

SCIENCE CLUB AT KEENE

The Academy of Science, the science club located at the State Normal School, Keene, New Hampshire, is here used as a type study. It has the usual club organization, a faculty advisor, president, vice-president, secretary, and treasurer, who are chosen by the members. It has a constitution which often is interpreted rather liberally. The president is a senior and the vice-president is a junior. This is due to the fact that the seniors are out for training part of the senior year and a strong vice-president is needed who will be present all the year. Students interested in science and who expect to teach the subject are invited to join. This makes for a unified group. The election comes late in the year so errors might be avoided. The initiation is secret and impressive. The members clothed in the academic gowns stand around the room.

1: Roberts & Draper Extraclass and Intramural Activities
Page 348

The initiates are made acquainted with the three lights of science, "Knowledge", "Achievement", and the "Search for the Great Unknown". The latter light represents learning by observation rather than research. The three lights are represented by burning chemicals of different colors, all in a darkened room to give the desired effect. The degree team is made up wholly of the student members. As science is a serious subject there is no "horse-play" in any part of the program.

The meetings are dignified and conducted according to parliamentary law. At the roll call instead of answering in the conventional manner, an inventor and his invention

ROLL CALL

is named. At times this calls for a little explanation and the member will speak for several minutes on the invention. The roll call generally takes twenty minutes to a half hour and is looked forward to by all. In fact, there is considerable competition to get good names for their responses. Its greatest value is that it calls for participation by all present. No inventor's name may be repeated within three months unless another invention can be attributed to him. After the usual business there are three reports read. These reports are generally on some recent scientific enterprise or discovery. Often a scientific book is reviewed.

The last half hour the whole group either play a scientific game or work on some club projects.

SCIENCE CLUB PROJECTS

The Club projects are all well worth while. One of the aims of the Academy of Science is to get as many of the students as possible interested in the out of doors. Two years ago this science club laid out a nine-mile skyline trail along one of the mountains visible from the school. Over three hundred students have covered the trail. During the past year signs were made at the club meetings to post along the trail. These signs marked such objects as red oak trees, white oak, red pine, white pine, red maple, rock maple, quartz ledge, fox den, hedgehog den, several flower beds, snake rock where a family of garter snakes live, etc. This has made the trail exceedingly interesting.

CLUB TRAIL

One of the problems of a science teacher is to take groups out on trips as a part of the class work. This takes much thought, the students must be orderly or the towns people get an unfavorable impression. A good teacher knows the things of interest along the route and has every-

TRIPS

thing well organized. On each trip sponsored by the science club a member takes complete charge. This develops one phase of teacher training.

The science club for five years has sponsored a trip up Mt. Monadnock. Two hundred students make the climb every year, once in the fall and again in the spring. This brings in the new phase of hiring busses, handling many lunches, lessons in mountain climbing, and keeping strict account of the finances. The faculty advisor's duty is to remain in the background and simply check up to see that everything goes smoothly. Interesting spots as glacial scratches, volcanic formations, garnets, and flowers, are noted. This year an old trail not used for thirty years was reopened and is expected to be one of the most popular trails up the mountain. This, too, was a club project.

Mt. MONADNOCK

In the spring the club attends to the School wild flower garden, which now is an important phase of the nature course. One group of the club members are interested in birds and a large number are banded each spring. This not only teaches the methods of banding, but adds interest in ornathology and the work that the

WILD FLOWERS

government is doing.

FOREST

During the last year the State of New Hampshire bought a large tract of land in Franconia Notch. The science club helped to raise the money to buy seventy-five trees which are now designated as the Keene Normal School Grove. Also this fall twenty dollars was raised by the club to help buy a tract of land on Mt. Monadnock by the "Society for the Preservation of the Forests on Mt. Monadnock." All this we believe had educational value to the students who conducted the campaigns for in service a teacher is often called upon to take part in some such money raising enterprise.

EXHIBITS

One of the most important projects is a table exhibit. Every week an exhibit of some kind is placed in a conspicuous place in the school corridor. For example:

FELDSPAR -- A NEW HAMPSHIRE PRODUCT

1. Pure Feldspar
2. Quarts containing feldspar
3. Ground feldspar
4. Toothpaste
5. Con Ami soap
6. Auto polish
7. China dishes
8. White enamel
9. Pottery
10. Face powder

Some other tables were Mica and Its Products, Types of

Leaves, Types of Buds, Uses of Cottonseed Oil, Evolution From a Study of Fossils, Kinds of Apples, Types of Wood, Steps in the Manufacture of Paper, Types of Soil, and Quartz and Its Uses. This project is of special value to future teachers because it instructs the student in means of motivating class work in such subjects as science, biology, and nature study.

The projects for the present year are three. The first is to catalog the stones in the school collection, second to buy a classroom moving picture projector, and third to interest other schools of the

MUSEUM

state in science clubs. The first project is a valuable one. The collection of stones, numbering several thousand, has been the result of extensive effort by the members of the club to pick up small collections here and there over the state from people who were making little use of them. Some of the stones are quite valuable including arrow heads, gold nuggets, fossils, semi-precious stones, ores, slate, marble, mica, meteors, and others equally valuable. The classification will be very instructive. The effort to encourage more science clubs is already bearing fruit with more than a dozen new groups functioning in as many schools.

NUMBER OF CLUBS

Throughout the United States in the two hundred institutions that came into this study, there are already one hundred and thirty-eight science clubs. These are shown on the chart on the following page and include science clubs, mathematics clubs, nature, agriculture, biology, chemistry, hikers, outing, camera, and honorary societies in science, biology, and mathematics. The hiking and outing club were put under the above heading for in every case these clubs were more scientific than social or recreational. The outing clubs are not of the winter sport type, but out door groups who are attempting to get acquainted with nature. Organizations that were not playing a vital part in the organization of the school are not included. The writer found almost one hundred such groups which had played their part and were not slowly on the road to elimination.

NEWSPAPER REFERENCES TO SCIENCE [1]

Diseases, sanitation, health	10.5%
Radio	8.7%
Weather	7.0%
Aeronautics	6.3%
Birds	3.8%
Automobile technology	3.7%
Forestry	2.9%
Earthquakes and volcanoes	2.7%
Evolution and heredity	2.5%
Light	2.5%
Fish	2.5%
Astronomy	2.1%
Insects - pests	1.7%
Fossils	1.6%
Sound	.3%

1: Curtis, F.D. Some Values Derived From Extensive Readings in General Science Page 37

RADIO CLUB

CHANGING INTERESTS

The Radio Club is a good example. Ten years ago the radio was the boys' plaything. To make a simple set was the ambition of many of the older as well as the younger members of the family. It was sort of an "indoor sport". The chain department store sold parts at a reasonable price. A single tube set could be made within a reasonable cost. Newspapers and magazines published pictures and working diagrams of models. Schools within fifty miles of a broadcasting station could get fair reception on a simple outfit. Physics teachers used it as a means of motivation. Radio clubs sprang up in the suburban schools. Radio today is out of the play stage. People desire good reception. Homemade sets have given way to the more reliable commercial sets. The radio club did a great deal to stimulate interest in science, and to encourage the growing club movement. There are less than a half dozen radio clubs left in the educational teacher-training institutions of the country and they are more of the nature of listening in clubs rather than building clubs.

Boston University
School of Education
Library

MATHEMATICS CLUBS

TYPE

Mathematics clubs seemed to be quite popular in the normal schools and teachers colleges. These clubs seemed to be more academic than vocational in character. Certain types of minds enjoy the mental gymnastics of working out difficult and challenging problems. Such groups are small and the general practice is to limit it to about twenty, meeting twice a month. Puzzle problems are quite popular. Geometric proofs play an important part in the program.

PROFESSIONAL TYPE

Another type of mathematics club in vogue seems of more value. A mid-western club president writes that their program is of a professional nature. "New features in the development and teaching of mathematics are discussed. Reports on the latest investigations in arithmetic are read and studied as a group. State programs of studies in mathematics are compared. One whole year's programs was made up and comparing state programs. One state studied at each meeting. This was one of the greatest values to us all.",the president reports.

NEW YORK CLUB

A New York club sent the following report. "The aim of our mathematics club is to further the interest and broaden the perspective of students in mathematics. The club is only open to those who have had one semester's work in analytical geometry. Our club desires to find out just how much and what socalled higher mathematics are used in the industries. We try to find the practical uses of the subject that seems so theoretical. We have done a great deal in the subject of mathematics in electricity."

GOOD TYPE

A Pennsylvania club response says, "The mathematic club aims to create and promote a greater interest in mathematics among its members and in the college. The work of the club includes special studies of practical and historical topics, dramatization of mathematical subjects, mathematical recreation, and other activities of a mathematical nature. I should say that our organization was more than three-fourths professional. During the last year the club dramatized Archemedes Principle, the focusing of motion picture lenses, and the weighing of the earth. A report is often made by members of the club of historical and modern mathematical contributors."

The mathematical clubs are handicapped in the nature

PROBLEMS OF

of their subject. It is known that much of the subject matter taught is of little value, useless material has been passed down from the past. The club activity stresses too much the college type of work. Some might argue that a broader view of the subject has cultural value. Just how much time in a professional school should be spent in cultural work which will never be used is a problem and one of the greatest problems the teacher training institutions have got to solve. There are very few mathematical clubs in the junior and senior high schools of the country. It would seem that the normal schools should make an attempt through their own clubs to show how such an activity could be carried on. It seems, however, from the professional standpoint that the greatest value of the mathematics clubs, as carried on in some of the schools, is to teach ways and means of motivating a subject that is fundamental in modern life, but not popular.

NATURE CLUBS

Nature Clubs are one of the older of the science clubs. They originated back in the old days when normal schools only offered two-year courses. Nature study has been a regular subject on the school program.

OLDEST

The nature club activities have been sort of the outdoor laboratory of the classroom activity. Most of the school had some outdoor activity that could be carried out on the school campus. The nature club activities often extended this to the fields and woods.

The nature club has been more of a fact-gathering organization. It has attempted to instill a love for nature in its members. With students well past the

AIM

adolescent period this is a hard thing to do. A love for nature that has not been developed in the earlier years of life seldom develops later. Students who have come under the influence of nature loving parents or teachers in the grades, make the best workers in this organization.

Responses from the nature clubs have been enthusiastic. One letter said, "We meet twice a month, generally Saturday.

Our greatest activity is in the study of birds. In the spring we have a competitive program with a bird

SUCCESS list. In the winter we study the winter birds and make an effort to feed them. We are able to attract many to the campus. We have put up bird houses on the campus and this last year gave a bird bath to the school."

A Pennsylvanian writes, "The Nature Study Club gives an oppertunity to its members to respond to the

PENNSYLVANIS appeal of "The Great Outdoors". Subjects for study and observation include such topics as "What Trees Live on Our Campus", "What Birds Visit Us", and "How Did the Susquehana River Came to Be."

An Arizona club reported that their best work was done on the desert. They made a study of desert plants

ARIZONA and animal life. They have developed a collection of insects and small animals found in their region. The desert, a place to be avoided, was becoming a place of interest.

One of the most active nature clubs is at the Keene

KEENE Normal School, Keene, New Hampshire. This club takes

in only members from the two-year course. Meetings are held twice every month. Their program is an active one. Once in a while they will have a speaker, moving pictures, or lantern pictures. Generally the members take full charge and do the work. In the winter trips are taken to see definite objects, such as brooks in winter, snow flakes, gathering cocoons to be kept until the moth develops, and to get acquainted with trees and other phases of nature in winter. Three nature clubs, made up of children from the training school, have been formed and the normal school girls have full charge of the groups. This is of great importance to the children in the training school and to the girls who are training to be teachers. This phase of the work is strictly vocational and of all the schools in the country this is the only organization that was found to be doing this type of work. It is fulfilling the purpose of the normal school by making the work of the club vital. Experience has already shown that practically every girl that does this type of club work will continue it after graduation.

HIKING AND WALKING CLUBS

Many people think of this type of club activity in terms of physical education rather than science. Walking just for the sake of walking is an old custom, but of late years has pretty well died out. In Europe it is still popular, and every once in a while here in America we hear of contest walks between one city and another. Today in our schools this is practically unheard of. Hiking groups have a goal. This objective is some natural phenomenon, a mountain, a mine, or some other point of educational value. These trips are generally sponsored by people interested in some phase of science. The writer therefore has put this club in the science group.

NEW AIM

An Arizona group has listed the following as places they go to:

Mount Eden - A National forest lookout from which a fine view of the desert and forest is obtained.

Schulz Pass - A rugged mountain road passing through the National forest.

Lake Mary - A favorite spot for swimming, fishing and camping.

Walnut Canyon Cliff Dwelling - Walnut Canyon is a wooded canyon several hundred feet deep. Under projections of its terraced sides are scores of prehistoric cliff dwellings of great interest to the scientist.

Fort Valley - The picturesque mountain valley northwest of the school where early settlers fled to barricade themselves from the Apache chief, Geronimo.

Meteor Crater - The scene of years of prospecting to recover the rare minerals of the meteor which struck in the neighborhood. The crater itself is over a mile across and six hundred feet deep.

San Francisco Peak - The broken ruin of the third largest crater in the world towers 13,000 feet high at the very gates of the campus.

Besides the above, by automobile such places as the petrified forest, Tonto Basin, Tuba City, an Indian trading post, Painted Desert, Montezuma Castle, a home of the cliff dwellers, and the Grande Canyon are visited.

The above school is unusually fortunate in the number of places of great interest close at hand, but every school has many objects of interest within walking distance.

CONNECTICUT

A Connecticut school bulletin says, "Willimantic is most fortunately situated for the Hiking Club. Nowhere is there country pressing a city more closely, and nowhere is the country more beautiful, as the club is learning from its Saturday walks." [1]

1: State Normal School Catalogue, Willimantic, Connecticut 1930 Page 29

COLORADO

A Colorado bulletin reads, "In Gunnison county alone there are two mountain peaks over 14,000 feet high, ten peaks over 13,000, and one hundred peaks over 12,000, about half of which are unnamed. A part of the Hiking Club program is to scale certain of these peaks and cooperate with the officers of the National Forest in submitting names. Weekend camping trips are planned by the club to Lake Irwin, Waunita Hot Springs, Mt. Uncompahgre, Black Canyon, and to the Cliff Dwellings at Mesa Verda." [1]

A North Dakota club president writes that "the hiking club is an organization for both men and women who love the out of doors. Semi-monthly hikes of from five to thirty miles of length are planned, all of which have for their goal some spot of scientific interest. We are more of a science club than a sport loving organization." [2]

1: State Teachers College Bulletin, Gunnison, Colorado
Vol. XVII, No. 5 Page 25

2:

OUTING CLUBS

The Outing Club, not closely allied to the Hiking Club, the writer found was doing very little work of real value. Many schools had camps controlled by this organization where weekend parties were held. A few did some work in winter, built a skating rink, toboggan slide, or held a one day winter carnival. Such an organization has a social value in the school but little professional value.

IMPORTANCE OF

Several other science clubs are playing a small part in these schools, such as chemistry clubs, biology clubs and camera clubs. They are run to the same type, a few examples being given here. "The aim of our Chemistry Club is to foster the spirit of chemical research. All chemistry students who have had one semester of chemistry are eligible and such other students as present acceptable original paper on chemical subjects before the club. The Biology Club exists to instill in its members an attitude and a spirit of research. The meetings are bi-weekly, devoted to discussion or a lecture by some member of the faculty."

OTHER SCIENCE CLUBS

"Our club", writes another president, "is composed of students having a special interest in biology and chemistry. Its chief purpose is to promote a more scientific attitude of mind among the students of the college. Our meetings are held monthly and the program consists of reading papers on scientific subjects, or a talk by a member of the faculty or some outsider."

DANGERS

It seems that these types of extra curricula activity make too much of the classroom. To develop a scientific attitude of mind is a laudable purpose and easily said, but hard to obtain. Our scientists are mem who are doers rather than listeners. The writer feels that the best way to develop the desired attitude is not by the classroom method, but by the outdoor method or by studying the subject from the practical standpoint in the world of industry. Few will develop the necessary attitude by reading books, but many might by experiments in the laboratory, or the hothouse in the case of biology. The number of the last type of clubs shows that they are of little value and the replies from three institutions said that they have had a hard time to maintain interest. We wonder if they should have much standing in a professional institution.

CAMERA CLUB

CAMERA CLUBS

The Camera Clubs are of some interest. Two were found to be functioning and both were active. In both cases prizes were offered for the best types of pictures, such as wild life, campus activities, indoor pictures, etc. Both clubs made a fair income from selling pictures and developing pictures for the school. Enlargements, and slides were made and some colored. This type of club is valuable because the members may carry on this work in secondary schools. Several science clubs do considerable work along this line as a side issue. This would seem the more practical way of handling such an activity. The camera work is of a routine type and interest is apt to drop as soon as a member becomes fairly efficient in the operations. As a side issue in a science club not enough is done to reach the point of monotony.

CONCLUSION

The science club movement originated from a popular interest in science. The subject is of growing importance both in the elementary and secondary school. Classroom science is apt to be bookish and theoretical. The club activity has a tendency to get away from the classroom method to a more practical science. The more practical science can be made, the more valuable it will become as a subject. The aim of science in secondary schools is not to make scientists so much as to open up to the student the knowledge and functions of the great work of nature. This is often done better by the club activity than by the classroom teaching. A teacher interested in the science club is very apt to bring more to the club method into her classroom. The science clubs should be made professional in character. In fact there is little justification for a cultural science club. The idea of developing a scientific attitude through lectures and listening to papers read, appeals to the writer as being of little value. From the administrative standpoint all clubs are of value in developing leadership and keeping students busy. As a Connecticut president

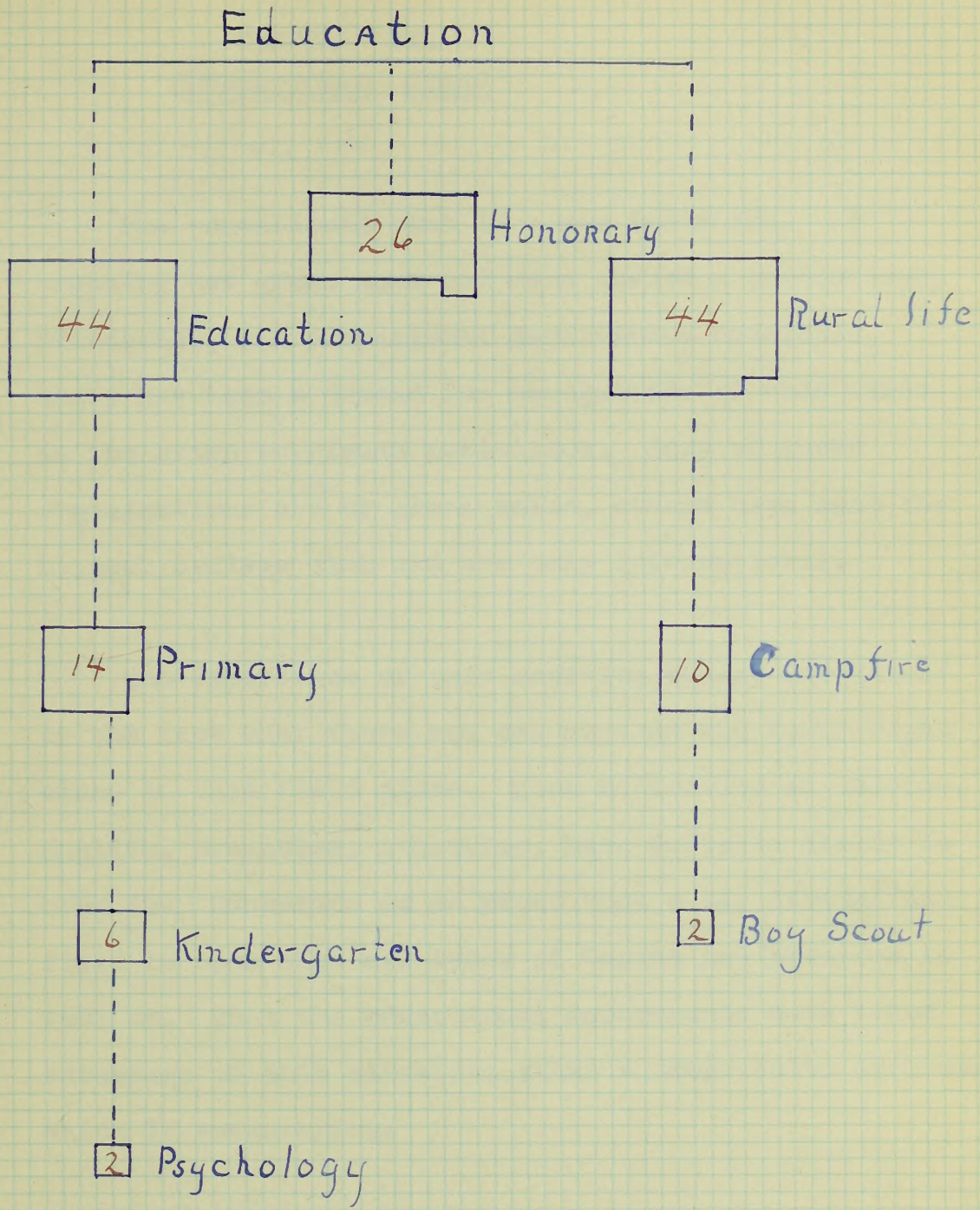
well says, "Modern education recognizes the universal need of education for leisure. In order that leisure hours may be spent upon a high moral plane and may yield the highest returns in real, unadulterated pleasure, it is imperative that the social and recreational needs of young people be satisfied through wholesome activities. This is too vital a matter to be left to chance. An attempt has been made to organize the social and recreational activities of the school in such a way as to make them satisfying and educational in the best sense. Growing out of the needs and interests of groups of students, clubs have been organized and are conducted as extra-curricula activities." [1]

Another Connecticut president says, "Clubs have been organized by the students interested in special phases of the work in various departments, in order that the student may be helped to develop an abiding interest in some object or activity which will make possible for them a more worthy use of their leisure time. It is the aim of the school to so foster these interests that every student will participate in the organization and program of at least one club." [2]

1: Bulletin, Willimantic State Normal School, 1929-1930
Willimantic, Connecticut Page 29

2: New Haven, Connecticut, State Normal School Bulletin
1929 Page 32

These are two of the best aims found, but in neither is the professional aim mentioned. The administrator too often is thinking of the present and immediate problems rather than that period when the student will be out in the world and no longer his worry.



Red figures = number of clubs in Normal Schools and Teachers Colleges in U.S.

Squares = relative importance in relation to numbers

CHAPTER VI.
EDUCATIONAL CLUBS

NEW FIELD

The educational club is a new inovation. As teaching has grown more and more toward a professional standpoint, and educational departments developed, there has been a demand for recognition of this field in the extra curricula activities. Some of these organizations are of great value, others have aped the typical college club and are only informational.

NUMBER

The importance of this activity speaks for itself in the fact that there are one hundred and forty-eight clubs in this field alone. Most activities as Science, English, Dramatics, Athletics, have definite fields to work in. Education is so broad that a big diversified field is open with all types of topics and problems to work on. That the educational departments have taken advantage of this situation shows a progressive attitude which is encouraging.

NORTH DAKOTA

A North Dakota educational club reports the following: "This is a strictly professional club with a limited membership which concerns itself with giving training in those aspects of the teacher's work which

are not usually provided for in the classroom. We attempt to train for efficient community leadership on the part of the teacher and take up problems relating to better schools and community relationship. The work consists of programs, group study, projects and investigations in which the inexperienced and experienced teachers, as well as practical school administrators and faculty members, participate."

TYPICAL EXAMPLE

From Kansas a typical example reported the following: "The meetings of the Charles W. Eliot Education Club are open to students and instructors interested in the teaching profession and the study of educational problems. H owever, membership is restricted to those students recommended by a committee which makes its selection on the basis of scholarship, future promise, and interest in teaching.

"The Club has three definite purposes: (1) To afford additional opportunities for acquaintance between student members and the educational faculty. (2) To help learn of new things in the field of teaching. (3) To give opportunity for social and cultural growth."

A member writes that "last year most of the meetings

were spent in the study of specific problems of adolescence and the influence of G. S. Hall on education. This year we have spent more of the time, so far, on extra class activities and the report of the Carnegie Foundation."

A Texas group report a unique type of meetings, but more less common, on a smaller scale, in many institutions. "Our meetings are purely discussional and we meet every fortnight throughout the year. Outside speakers from leading colleges and universities are brought before the group quarterly and their talks are used as a basis for discussion during the next quarter. Of course the topic is enlarged upon and often things just mentioned by the speaker turn out to be more important than the main topic of the discourse."

TEXAS UNIQUE TYPE

Generally the effect of important lectures lasts only for a few days. Speakers go to great effort to develop their topic and it often seems as if it was wasted time as far as any lasting effect is brought about. Only after an everlasting hammering on a subject can results be obtained. The method of the above club is

very commendable. From the quarterly talks they not only get the high lights but the meat of the subject.

IDAHO

One of the smaller normal schools out in Idaho writes as follows, "We have a very active club, established in November 1919. Its purpose is to promote teaching as a profession, to uphold high professional ideals and standards, and to engender worthy professional attitudes within the student body, and after leaving school within the teaching profession. Membership at present is limited to twenty-five students. Eligibility consists of high scholarship, genuine interest in teaching and demonstrated ability to study educational problems, and to contribute actively to the solution of these problems. The society programs include addresses by prominent educators, programs, both literary and professional in character, reports of studies conducted by the society, and purely social gatherings.

NEW AIM

"Right after the war many young teachers had a hard time adjusting themselves in communities. This club made it a point to help teachers in difficulty and by analyzing their problems was able to help the future teachers. We have continued this type of work and fine it very interesting. The problems discussed center around our own state. Every

fourth meeting is for social purposes. At the end of the year we have a banquet."

It is interesting to note that these educational clubs emphasize high scholarship. There is evidence of a desire to get for the members the better students of the school. In an educational institution it would seem proper to have the educational club based somewhat on high scholastic attainment.

From Arizona we get an example of the poorer type of club. As this club is very young it might be possible that they have not as yet adjusted themselves to their field. The secretary wrote as follows: "Our organization was established last year (1928) and is made up of the interested group of the men in our school. At present we have an active membership of twenty. The initiation ceremony and banquet were attended by many school officials from various parts of Arizona who accepted honorary membership. The regular program of the year was largely concerned with discussions of social and economic problems, the topics ranging from the Colorado River Compact to a discussion of pacifism."

POOR TYEP

It seems unfortunate that an educational club in a professional school turns to economic problems for discussion rather than their own field. This school is well supplied with literary societies which are possibly dominated by women, and this club reacts so as to give an outlet to topics interesting to the male element of the school.

As only one direct answer came from the kindergarten and primary societies, the information concerning these organizations had to be obtained mostly from bulletins.

KINDERGARTEN CLUBS

At Central State Teachers College, of Wisconsin, the primary club is known as the Primary Council. "The Primary Council is organized to promote the interest of those preparing to teach in primary grades in the various phases of primary work." [1] This tells us little. Another bulletin tells us a little more. "The primary club was organized in 1925 for the purpose of promoting both the social and professional welfare of its members and of unifying primary education throughout the state. Anybody enrolled in the primary department may become an active member, and anyone who has previously

1: Central Teachers College Bulletin, 1929, #5, Series III
Stevens Point, Wisconsin Page 24.

enrolled in this department may become an associate member." [1]

TRAINING SCHOOL

In a Minnesota school we find the training school organized. "Each student who teaches in the training school is eligible to membership in the club of the department in which she teaches. The K. K. X. of the kindergarten department was the first group to be formed; later the following clubs were organized: The Makata Club in the primary department, the M. G. O. in the intermediate grades, and the A. I. A. G. in the junior high school. All clubs except the K. K. X. initiate new members three times a year. These organizations offer students an opportunity to become well acquainted with one another and create a spirit of good fellowship." [2] This type of organization is interesting from the standpoint that it seems to be the only training school that has extra curricula activities among the practice teachers. The club activities in all the other schools have been centered around the regular departments for the study groups.

1: Ball State Teachers College Hand Book, 1929, Vol. VI
Muncie, Indiana
2: State Teachers College Bulletin, 1929, Page 28
Mankato, Minnesota

ILLINOIS

An interesting letter was received from Illinois. "Our kindergarten club meets every two weeks to discuss principles, the practice and the problems of the kindergarten and plans for extending its usefulness. Many students take up this course because they love small children and I am afraid that some fear the subjects taught in the upper grades. Our club attempts to sell the kindergarten idea to every new student. We also cooperate with woman's clubs, school boards, and superintendents, all over the state, in giving talks and demonstrations to encourage kindergartens where there is a little interest shown. So far we think we have accomplished marked success. The primary club, the President says, spends most of its time in developing seat work which the students can use when they get out in the field."

VALUE OF

The value of all these educational clubs speaks for itself. The surprising thing is that there are not more. The activities work out similar to the science group. Classroom and book study generally lean toward generalities and theories; the club activities more to the practical.

BOY SCOUTS and GIRL SCOUTS ACTIVITIES.

SCOUTS

In the Middle and Far West the Boy Scouts, Girl Scouts, and Campfire Girls are very popular organizations. Here we strike one of the finest examples of an extra curricula activity becoming a classroom activity. A secretary of the Boy Scout movement wrote that before the war many normal schools had an advance patrol club whose aim was to develop Boy Scout leaders; today most of these institutions have added this activity to their course of study as an elective.

DEPARTMENT

The question of what department should handle this course has not been settled. Generally it is placed in the physical education department. The writer believes this is the wrong place. It should be in the educational department. Two institutions have placed it there - Peru Teachers College, Nebraska, and the State Teachers College, New Mexico. [1]

The nature of the organizations is such as lends

1: Peru State Teachers College, Peru, Nebraska, Vol. XV, #2
Page 87
Bulletin of the State Teachers College, 1929-1930, Page 62
Silver City, New Mexico

them to the educational department. It is a community enterprise where the school can function. Its leaders must be people who love youngsters and the out of doors.

FUNCTION OF

Athletes of the college type do not as a rule fit the situation. A state secretary says that as far as he knows there is only one gymnasium instructor in the state that is doing anything with the work, while, he says, we have a large number of teachers doing a very fine job. The writer wrote to twelve (a very small number) of scout troops in Ohio and Illinois, and not in a single case were their leaders athletic coaches. However, nine of the twelve were teachers. Putting such work in the physical education department narrows it down to a very few possible workers.

DIVERSITY

Some of the work of these organizations lends itself readily to science, geography, history, and sociology. The Boy Scouts deal with health through sunshine, nature study, camping, self-government, manhood, personal achievement, patriotism, Indian lore, honor, loyality, usefullness, courteousness, kindness to animals, thrift, disease, measurement of distances, fire by rubbing sticks, first aid to injured, stars, archery, and wild life. [1]

1: Boy Scouts of America Ernest T. Seton 1910 Edition

GIRL SCOUT AIMS

Girl Scouts attempt to be helpful, loyal, trustworthy, courteous, to observe, be friends to animals, clean, home makers, study nature, first aid, patriotism, cellars, kitchens, stoves, fireless cookers, ice chests, home, germs, flies, mosquitos, water supply, ways of removing stains, manners, table preparation, and cooking, nursing, burns, scalds, sunburn, frostbite, wounds, life saving, rescue work in case of fire or water, poisons, eye care, plants, toadstools, snakes, stars, hiking, camping, birds, fish, and the compass. [1]

CAMPFIRE AIMS

Campfire Girls attempt to seek beauty, give service, pursue knowledge, be trustworthy, be healthy, glorify work, and be happy. The purpose is to perpetuate the spiritual ideals of the home, to show that the common things of life are the chief means of beauty, romance, and adventure; to aid in the forming of habits for health, to devise ways of measuring and creating standards of women's work, to learn team work, to help girls to serve the community, to restore the intimate relationship of mother and daughter, and to develop a sympathetic understanding of economic relationship with which women come in contact. [2]

1: Official Handbook, Scouting for Girls, 4th Ed. Publ. 1923

2: The Book of the Campfire Girls, 3rd Ed. 1913

The aims of these clubs in normal schools read as follows, "This club is to teach young men how to lead boys in extra curricula activities. The work is centered around a definite program of scout activities. Men who have finished this work successfully are prepared to take charge of a Boy Scout troop. The National Headquarters of the Boy Scouts of America grants a certificate for this work." [1]

AIM IN NORMAL SCHOOL

A letter from New Mexico read in part, "A number of superintendents and communities are now recognizing the value of boys' work in relation to the work of the public school. They are asking that the young men who teach in their schools be prepared to handle boys' groups such as Scouts, Hi Y, and similar organizations. Because of this tendency our clubs attempt to prepare scoutmasters and make the members better able to do the desired work in communities."

NEW MEXICO

A Minnesota Teachers College says, "The Boy Scout movement, similar organizations for girls, including the Girl Scouts, the Campfire Girls, the Girl Reserves, are developing in all progressive communities. Teachers add much to the value of their services if they are prepared

MINNESOTA

1: State Teachers College Bulletin, 1929, Page 22
St. Cloud, Minnesota

to direct such groups. Special work is provided for both men and women, headed by local or national leaders in these fields." [1]

From Kentucky we read, "This club is intended for those interested in becoming scoutmasters and for all those interested in the principles and methods of scout training. It is open to those interested in directing or leading clubs for children or adults. Topics taken up are the study of specific community, practical scout requirements, signaling, knot tying, nature lore, woodcraft, campcraft, first aid, and games." [2] The same school offers a new course for women, "Clubcraft. Girl Scouts, Campfire Girls, and wood craft organizations. This course includes the theory of club work and recreation in general. The activities are emphasized in hiking, fishing, games, dances, stories, work, and picnics." [2]

KENTUCKY

Of the two above mentioned activities, the club work sounds very much more practical.

Although the writer found more material in this

1: State Teachers College Quarterly Bulletin, #4, Series 25
Winona, Minnesota 1929, Page 14
2: Eastern Kentucky Review, Vol. 23, #1. 1929, Page 125

activity than almost any other, the nature of the work is clearly shown above. It is educational, strictly professional, and aims not to have a scout patrol, or a Campfire organization but to develop leaders in these fields. No club could have a better aim in a teacher-training institution.

COUNTRY LIFE CLUB.

WESTERN ACTIVITY

Out in the middle and far west, there is another club that is doing a fine piece of work - the Country Life Club. This is a national organization headed by the American Country Life Association of New York City. This past year the organization is to have its twelfth annual conference at Iowa State College. It has forty-four branch clubs in the normal schools of the country.

AIMS

Some valuable information was obtained from a report of Dr. E. L. Kirkpatrick of the Wisconsin College of Agriculture, Chairman of the Student Advisory Committee. Parts of this report read as follows and give us many of its aims and the doings of the smaller units. "One of the most important activities sponsored by this organization during the past year has been a series of programs broadcasted each Saturday evening. This series of rural programs was made possible by the courtesy of the owner of the station. The organization has also conducted through students, community surveys, and it seeks to be of service to rural neighborhoods and communities by supplying speakers and other types of entertainment upon occasions.

GRANGE

"Several joint meetings with the county granges in adjoining counties, plays given by students, picnics, with appropriate out of door programs of activities, motor trips to Valley Forge, regular meetings twice a month, at which times worthwhile social and literary programs are given.

TYPE OF MEETING

"Regular meetings every other Monday night. Meeting presided over by a different student each night; always informal except one meeting which, because of inviting so many outsiders and use of moving pictures, necessitates the use of auditorium. Usually the meetings start with a short musical program including group singing led by regularly appointed song leaders from the group. Forty-five to fifty minutes are given over to the speaker of the evening. All meetings close with a social hour during which students are given an opportunity to meet the speaker or visit with one another. Light refreshments are served. Average attendance about one hundred and thirty-five. During the cotton picking vacation of rural schools in the fall, many rural teachers come back to meetings. Our mottoe "Once a member of our rural club always a member"." [1]

1: Report for Student Section; Twelfth Annual Conference American Country Life Association, Iowa State College, October 17-20, 1929, by Dr. E. L. Kirkpatrick.

SPECIFIC AIMS

Some of the aims reported in this report were "To dignify rural life", "To stimulate interest in rural social problems", "To develop initiative and ability in rural leadership", "To study rural conditions and possibilities", "To improve rural life", "To labor in order that the country may be a more satisfactory place to live and work in". [1]

OHIO

A letter from Ohio says, "Our club is open to the entire student body. It is conducted on the plan proposed by the National Society. An attempt is made to find the best way for prospective teachers to develop community interests and foster the growth of wholesome school sentiment in rural centers. The regular programs are given by the club members who have investigated some interesting phase of country life. Speakers in rural life subjects appear before the club from time to time."

OREGON

An Oregon Club reports, "The purpose of this organization is to understand and appreciate the conditions and problems of rural life. Membership in the club is open to all students in the school who are

1: Report for Student Section; Twelfth Annual Conference American Country Life Association, Iowa State College, October 17-20, 1929, by Dr. E. L. Kirkpatrick

interested and who are willing to help carry on the club work. It is understood that students majoring in Rural Education be active members. Programs consist of topics related to the rural community and school. Outside speakers are often obtained. We also have social meetings as a part of our activities. Our club meets twice a month and is a member of the National Organization."

MICHIGAN

A Michigan Bulletin reads, "Students in the Department of Rural Education and other students who may desire, meet two evenings each month for social recreation, debates, special reports, and free discussion of subjects related to the educational, industrial, and social life of rural communities. Opportunity is afforded for parliamentary practice. Occasionally addresses are made by members of the faculty and leaders in rural education. This work is emphasized by lectures given on Rural Progress Day, and by national leaders in the study of rural life. Provision is also made in the club for students to consider elementary research studies in cooperation with the National Country Life Club." 1

1: Western State Teachers College Bulletin, Vol. 24, #4
Kalamazoo, Michigan 1929 Page 37

This club, like many others, is becoming intra mural. Many schools are now giving courses in rural education and take up problems concerning rural communities. The professional value of this organi-

CREDIT

zation is very marked. One girl, out in North Dakota, reported that the club as a group "visits two small towns during the year, stop in the country store, visit the school, and twice in the last two years the grange has held open meetings in which we met many of the rural people and listened to them discuss educational problems. It was very valuable to us as an "eye-opener" to many. I think it was of value to the people as well as us." The National Organization's influence is evident in all the programs. If more extra mural activities could be made as practical as this the influence of the Normal School would be the strongest force for good in the country. Normal Schools would need no advertising; legislatures would be more generous, and communities would turn to these institutions for leadership.

SUMMARY

Educational clubs are one of the later activities to enter the extra mural field. This is due to the growth of normal schools and a building up of educational departments. These clubs are very diversified, due to the broad field opened up by education. The program of the educational clubs, as a group, are professional. This program turns more to community welfare and the relation of the school and teacher to the activities of the town. Ideals and ethical relations of teachers have a prominent part in the program. An effort is made to make the work of the teacher a true profession.

The primary clubs are attempting to interest the communities in kindergartens and ccoperate with woman's clubs along this line. Boy Scouts, and Campfire organizations are studied so as to develop leaders in these fields. The general tendency is to make this work a part of the physical education department, but it is hoped that a much broader field will eventually open which will take in all the students of the school. The country life club, headed by a national organization, is doing fine work in the west. The general idea of this

club is to interest students in small community work and to improve the schools in rural towns. As this is a growing organiz tion, much good will eventually be derived.

Athletics

Sports

- 88 Base Ball
- 88 Tennis
- 86 Baskel Ball
- 80 Foot Ball
- 56 Track
- 32 Hockey Field
- 26 Volley Ball
- 8 Soccer
- 8 Ice Hockey

Semi Vocational

- 8 Dancing
- 6 Health
- 6 Archery
- 4 Rifle
- 2 Life Savings

Administrative

- 64 Athletic Asso.
- 50 Letter Clubs
- 12 Booster
- 10 Physical Ed
- 4 Honorary athletic

Red figures = number of clubs in Normal Schools and Teacher Colleges in U.S.

Squares = relative importance as to numbers

CHAPTER VII.
ATHLETICS

A president of one of the great universities recently said that athletics in the colleges were for the benefit of the crowd watching the games in the stadiums rather than for the players. The nineteen twenty-nine Carnegie report claimed that

AIM IN COLLEGES

many of the colleges were subsidizing players so they could have a strong team. This was done partly by alumni, but also by the college in giving athletes scholarships, preference in available positions, and often times easy jobs with good pay. The great demand for winning teams, by the alumni and student body, had forced amateur teams to be strengthened by semi-professional players (to put it lightly). The college administrators seeing the advantages in teams for good advertisement have said nothing or only frowned at the practice. This degeneracy of sport has been gradual for sports in colleges are an old institution dating back fifty years in some cases. [1]

Athletics in normal schools are rather new inovations. These schools have been women's institutions. The number of men, until recently, has been small. Some of the normal

1: The Carnegie Foundation for the Advancement of Teaching Bulletin #23 1929

CHAPTER VII.

ATHLETICS

ACTIVITY IN NORMAL SCHOOLS

schools and teachers colleges have looked to the academic colleges for advice and leadership in athletics. Many Normal School administrators have seen the advertising possibilities in drawing more students and also in calling public attention to the school. It seems that these schools are not profiting in many cases by the mistakes of their older brothers in the educational field. Already the chief aim of the school team is to win games and use it for an advertisement. To get a strong athlete to come to their school is considered very desirable and applauded. This spirit can easily be detected.

DANGERS OF

"The College is a member of the Minnesota Junior and Teachers College Athletic Conference and participates in football, basketball, and track. The football schedule last fall included six games. Last fall Winona won the football championship of the Southern Division of the Conference and tied for the State title. In basketball the varsity team has several times been the runner up for honors in the Conference and last year, 1928-1929, the team won the State Championship." Evidently

this school did not do as well in track for it says, "With two or three meets with neighboring institutions, track and field contests are included in the spring activities." [1]

"Kent State College maintains the usual teams in the major sports of football, baseball, basketball,
OHIO and track. In addition, some minor sports as swimming, tennis, and wrestling have been represented by teams. With the exception that the college reserves the right to play first year men, eligibility rules are those of the Ohio Conference. In major sports during 1928-1929, twenty games were won, two tied, and fourteen lost. Such teams as Oberlin, Western Reserve, Akron, Ohio Northern, Wesleyan, Wooster, Baldwin, Hiram and others were played." [2] This is followed by next year's football schedule.

"Strong athletic teams in football, basketball, and baseball for men and basketball for women, have been maintained at the Normal School. The marked in-
POOR AIM crease in enrollment at the school, especially in the case of men, has had the effect of strengthening very decidedly all forms of athletics. All athletic teams, as well as the

1: State Teachers College Quarterly #4, Series 25 Page 14
Winona, Minnesota 1929-1930

2: Kent State College Bulletin, 1929-1930 Page 45
Kent, Ohio

work of physical physical education, are under the direct supervision of the two faculty coaches.

"With a large number of young men in prospect for the coming year, Albion has the promise of unusually strong teams. Young men and women graduating from high school, who are especially strong in athletics, have an excellent chance in making the teams at the Normal, and are there given the opportunity of playing in the southern Idaho Conference games." [1]

ADVERTISING

"The school made a good showing in competitive athletics. The boys did creditably, winning more than half their games in football and basketball. The girls won the State Champsionship in basketball a year ago and again this year." [2]

"The Normal School in the past year has practically dominated the Athletic championship of the Willamette Valley Conference. The disbanding of that Conference now leaves in permanent possession of the Normal School, the lion's share of the Championship trophies. The Normal

MISSISSIPPI

1: State Normal School Bulletin 1929-1930 Page 41
Albion, Idaho

2: Delta State Teachers College Bulletin, Vol. V, #3
May 1929

School now holds the Championship Football Cup, the Championship Basketball Cup, the Championship Baseball Cup, and the Championship Tennis Cup. No championship cups are awarded in boxing and wrestling, but these sports, along with archery and swimming are enjoyed by the men students of the Oregon Normal School. The disbanding of the Willamette Valley Conference gives the Normal School an even larger field in which to branch out, and even with the enlarging program, the outlook in athletics is very bright." [1]

The above quotations which are samples that can be easily duplicated many times, shows a tendency at least toward the wrong direction. The presidents of the colleges are deploring the situation in their schools, and normal school heads should let the college experiences show them the road to take. It will be deplorable to have the athletic craze get a foothold in the teachers professional institution. Not only in this over emphasis in the colleges, but college prepared coaches have passed it on to many of the high schools of the country. It is only by strong organization of headmasters, as in Massachusetts, that holds this rivalry and overemphasis in any kind of control, and even in this state it often breaks

WRONG ROAD

1: Oregon State Normal Handbook, 1929-1930 Page 13
Monmouth, Oregon

the harness and runs wild. Dinnet well says that "the predominance of sports in schools, in the national life, in the press, not only crowds out what is, or should be, more important but it creates an atmosphere in which these important things are made to appear superfluous." [1]

CARNEGIE REPORT

The Carnegie report says, "The boasted 'educational values' of athletics as they exist today leave much to be desired. The educational advantages that flow from inter-college contests are principally by-products. Those which result from intramural athletics are neither so strong nor so widespread as they could and should be made. It is true that, in spite of comparatively high incidence of fatalities and injuries, athletics tend to confer much physical benefit upon participants. On the other hand, however, strong may be the conviction that they inculcate or increase in young men courage, initiative, and other moral qualities, this remains to be scientifically established. More than a decare ago it was pointed out that excessive desire for victory has deprived us of one of the most important educational advantages of athletics, since coaching from the side lines removes from the players the essential quality of initiative.

1: Abbe Dinnet The Art of Thinking Page 61

The amount of independent or individual thinking on the part of a college athlete which modern methods of athletic coaching, and in many instances supervision in management, induces is minimal. If the theory be adopted that education consists in the pupil's experiences a series of situations as similar as possible to those he will encounter in after-school life, the notion that our college athletics are 'education' falls miserably to pieces. Tested by this standard, physical education to the extent that it includes many branches of inter-collegiate athletics, has little value. Much the same is true with reference to those intramural sports in which interest and participation are grounded in compulsion to obtain credits for the degree." [1]

1: Carnegie Foundation for the Advancement of Teaching, Bulletin #23 1929 Page 300

The normal school head, after reading such an indictment, which we have to admit is very close to the facts of the case, may well pause and check a tendency in his own school which will be overwhelming if it once gets out of hand. At the present time high school coaches are coming from the colleges. If the normal school can develop the teacher type of coach, the one that sees athletics in their true light, then a new field will be readily opened to normal graduates. It is a question whether the "effort is worth the candle".

However, this is only half the story of athletics in normal schools. There is a silver lining which looks hopeful. If we keep in mind that normal schools are professional institutions and that inter-school athletics of the intense competitive type have no place, we must admit that some types of sports have value. The best work is done in intramural sports. The idea of athletics for all is well developed in some schools. This movement began to be heard throughout the country in about 1910, the time the Club movement originated. As this was the period in which the normal school started to expand, it was natural that this idea would be inculcated into their system.

NORMAL SCHOOL AIM

OTHER AIMS

The aims of athletics, as seen from the educational standpoint, are that they should develop healthy bodies, school loyalty, better scholastic work, development of play instinct, courage, group team work, obedience, unselfishness, persistence, sportsmanship and leadership. The work of the normal school is to show how these things may be developed in elementary and secondary education. Unless students have already developed in some degree all or a part of the above aims it is doubtful if much can be accomplished in the individual after he has left high school.

POSSIBILITIES

In the normal schools an attempt is being made to develop sports in the right sense. However, the aim is not clearcut. Intramural sports too often are for administrative purposes rather than professional. Keep the student busy and out of mischief. "Work off that extra energy." is heard too often. A large percentage of teachers could play an important part in elementary school and secondary school sports if they had a little experience to fall back on. Many small schools do not expect expert athletic coaches. These schools need only guiding and leadership on the part of some teacher, or better, group of teachers.

All the normal schools of the countries have courses in plays and games. This is compulsory and is given generally for two years. Somehow it does not work out as well as it should. Often a superintendent is surprised if he finds the teacher out on the playground with the pupils at recess or at noon. It is the unusual teacher that does this. The complaint is that the pupils do not wish them to. The pupil does not wish the teacher to dominate the playground, but experience shows that they like guiding where they can be the leaders. In the classroom of plays and games the teacher so dominates that the pupils who are to be teachers carry on the same spirit in turn. It is a case of poor pedagogy. The same thing is true in the intramural sports, too much teacher domination. Lets see what some of the other normal schools are doing along better lines.

PLAYS AND GAMES

"The girls Athletic Association is one of the active organizations of the institutions. Under its supervision, sports of all kinds are enjoyed and recognition is given for active participation in all wholesome recreation. Membership in and awards of the Association may be earned by any girl students in the school who comply with the

POINT SYSTEM

regulations as follows:

Admission to membership	for 100 points
A Bronze Athletic pin	for 400 points
A Gold Athletic pin	for 600 points
A Sweater	for 900 points earned in two years.

Points are given for field hockey, soccer, basketball, and volley ball. Tournaments are held in field hockey, succer, and volley ball. Tennis is also participated in." [1]

OHIO

"A strong program of intramural athletics is provided at Kent. It is the aim to have each member of the student body take some part in this work as far as it is possible to do so." [2]

TEXAS

"Every possible encouragement is given to clean athletics of all kinds. Both intramural and outdoor intercollegiate games are played. The desire is to bring as many students as possible into active participation in the games. Ample grounds are provided for all sports. The aim of the Athletic Association is to promote interest in gymnastics and athletics as a

1: Central State Teachers College Bulletin, Series III, #5
Stevens Point, Wisconsin 1929 Page 23

2: Kent State Normal College Bulletin, Kent, Ohio 1929
Vol. 16, #1 Page 35

means of advancing physical efficiency, scholarship, and good fellowship. Students have an opportunity to acquire skill in such activities as tennis, volley ball, baseball, swimming, and to take part in inter-class contests. The Association also has a hiking squad." [1] This institution is the only one that requires only one year of physical education.

"The Women's Athletic Association is based upon a point system and is open to all students. Those who gain one hundred points are awarded the Association insignia. After membership has been gained other rewards are given. Sports classes in soccer, hockey, volley ball, basketball, baseball, and track are organized and intramural tournaments are held.

"While one of the aims of the Association is to develop athletic ability this is by no means the sole purpose. To win trophies one must not only show athletic ability, but most observe also the rules of health, and hygiene, must take part in a reasonable number of school activities, and must attain a good standard of scholarship." [2]

1: Sam Houston State Teachers College Bulletin, 1929, Page 23
Huntsville, Texas

2: Kansas State Teachers College Bulletin, Vol. 24, #7. 1929
Pittsburg, Kansas Page 32

A Georgia school approaches even closer to our ideal for it says, "The college does not over emphasize athletics in any form. Neither does it think that athletics are a nuisance and a hindrance to scholarship. Any organization that has charge of students for twenty-four hours of the day must make provision for their physical development as well as their mental and spiritual growth. We have found that competitive athletics are by far more effective than formal gymnastics. The law of the State of Georgia requires physical education and physical training to be taught in the public schools of the state. We are preparing teachers for these schools. Each student is given classroom work in physical education, and if they take the proper amount of exercise that tennis, volleyball, basketball, and baseball and other so-called competitive games, they are not req ired to take formal gymnastics, calesthenics, or "setting-up" exercises." [1]

GEORGIA IDEAL

A somewhat similar aim is brought out in a Colorado school. "Under the guidance of the Director of Recreational Activities attention is given to physical welfare through organized and informal sports. Equipment for tennis,

1: Georgia Normal School Bulletin, 1929 Page 31
Collegeboro, Georgia

archery, and minor sports has been purchased. The Outing Club directs mountain trips, picnics, and

COLORADO

excursions to places of historic interest. Football, baseball, and track activities will be expanded as interest and facilities permit. All of these are designed to contribute to the enjoyment and well-being of all students. They will also be used as media for the development of leadership in recreation and of coaching ability on the part of high school teachers. The program of physical education includes in its scope the participation of every student in some form of activity. This program also includes supervision of health and living conditions. The physical examination by employed physicians serves as the basis for constructive education and training in physical activity and well being." [1]

A Pennsylvania school has some fine aims, but, unfortunately has left out the professional aspect.

PENNSYLVANIA

"Athletic sports are encouraged as means of pleasant recreation, for their value in developing the body,

1: Adams State Normal School Bulletin, 1929, Vol. III, #1
Alamosa, Colorado Page 55

as a source of social and ethical culture and to cultivate the spirit of cooperative enterprise so essential to individuals throughout life. When athletics are so managed as to develop determination, courage, self-reliance, obedience, and quickness of decision, there is much to be urged in their favor. Tennis, hockey, basketball, baseball, and football are the games most in use. Teams representing the school as well as the various classes are chosen in all the major sports and are conditioned and trained by the coach and directors of athletics.

WOMEN'S ACTIVITIES

"Athletics are not confined to boys only, but the girls are encouraged to participate in all sports, and have the advantage of coaching and discretion of those in charge of this work." [1]

CLASSROOM INSTRUCTION

It must not be overlooked that the normal schools are doing a great deal more along athletic lines in classroom instruction. How valuable this is for future teachers is questioned, for so many make no use of it after graduation. This is especially true with women

1: State Teachers College Bulletin, 1928 Page 34
Slippery Rock, Pennsylvania

students. As in many schools there is only one man teacher he is expected to do some coaching, so this training is of more value. To give examples of the classroom subjects in this field is interesting, and considering this is in addition to the extra curriculum work along athletic lines the total amount done in this field is quite considerable. Gymnasium work as a general thing is required for the whole period of attendance, two, three, or four years. A normal school from Illinois requires girls to cover such subjects as hockey, soccer, volleyball, basketball, baseball, tennis, gymnastics and stunts, track and field sports, folk dancing, interpretative dancing, clog and character dancing, group games, singing games, coaching, and playgrounds. [1]

VIRGINIA

A Southern school reports that "the aim is to develop students to teach physical training in the grades and required by all, gymnastics, health education, teaching of physical training in grades, physical education in upper grades, playground activities, physiology, Danish gymnastics, marching, personal hygiene, playground supervision, clogging and athletic dancing, natural dancing, folk dancing, and coaching hockey, soccer, tennic, baseball, volley ball, field, and track." [2]

1: Southern Illinois State Normal Bulletin, 1929, Vol. 23, #1
Carbondale, Illinois Page 67

2: State Teachers College Bulletin Vol. XV, #4 1929
Farmville, Virginia Pages 94-95

SUBJECTS

A western school reports as required subjects, marching, gymnastics, boxing, wrestling, fencing, football, basketball, tennis, track, history of physical education, hiking, corrective work, folk dancing, clogging, natural dancing, plays and games, home nursing and practice work in schools. [1]

CALIFORNIA

California reports as follows, "Corrective work, football, basketball, track, baseball, boxing, wrestling, swimming, tennis, handball, golf, fencing, first aid, intramural sports, coaching, natural dancing, archery, singing games, rhythmatics, folk dancing, clogging, character dancing, formal gymnastics, massage, teaching of physical education, playground work, kinesiology, community recreation, and practice in practice school." [2]

1: Western State College Bulletin 1929, Vol. XVIII, #5
Gunnison, Colorado Pages 91-95

2: Fresno State Teachers College, 1929 Pages 132-136
Fresno, California

SUMMARY

To summarize the work of the normal school in the athletic field we must divide it into two groups, the intra-school sports and the intramural. The intra-school sports are very similar to the college type -- a desire to win, a desire to advertise, a desire to attract students that might go to college. Perhaps in this day when athletic glory is at its height it is hard to avoid this undesirable feature, but as time goes on effort should be made to curb it. An inter-school game is of little value in a professional school. The officials must be outsiders, neutral, the captain has little to say, the game is run from the side lines. This type of game, if won, adds a little pride in the student body toward the school, but on the other hand it takes away all idea that sports may have vocational value. It discourages the student who could handle small school athletics but cannot make the varsity squad. The general idea develops that only varsity men can be coaches. The result is that many lose interest in the required classes and are never stimulated toward playground work. The harm done is not worth the good derived.

The intramural athletics have great value. Beginners may enter the sport. The fair player is stimulated and interested. Everybody is doing something. The student with the doctor's certificate stands out as the "sore thumb". The desire to win is present, but good sportsmanship is easier to develop for the cry to battle is not so strong. The officials of this sport are the students themselves, who get valuable training. One of the desired aims of athletics is to develop speed in sight and decision. The umpire's work is the very best place to develop this skill. As the same people do not play every game, different situations arise which have educational value in their solution. We have many good winners in this world, but few good losers. Intramural sports develop good losers. It gives an opportunity to develop real coaches. Coaches are notoriously poor sportsmen. In fact intramural sports have the basis for the solution of the whole problem. The money which now goes into interscholastic sports, if spent on intramural work would soon develop fine equipment. It is only in the large schools that athletics pay. In the smaller schools large sums must be added to the cost of advertising. It is safe to

say that in the two hundred normal schools athletics do not pay in one hundred and fifty. In most cases the money comes out of the student activity fund. We must get back to the democratic principal of the greatest good for the greatest number. A nation can't live half free and half slave, neither can the true athletic spirit be developed with one half of the effort being destroyed by the other half.

VARSITY CLUBS.

LETTER CLUBS

Many schools have auxiliary clubs to athletics. The letter clubs are the most common. They have no professional value, but are sort of a natural outgrowth of athletics. Those students good enough to win their letters group together into a club. In no school do they meet regularly. Their chief aim is to strengthen the rules so it will be a little harder each year to win the highest athletic honor the school has to offer. In some schools they control the appointment of manager-ship and more or less politics develop. It has good political training possibilities.

IDAHO

A letter from Idaho says, "Our organization is a new one and we are not well started as yet. Students earning their letter are automatically made members. We hope to be a cooperating force with the athletic instructors, encouraging clean spirit and from time to time suggest desirable regulations and inovations."

A Missouri club says, "We organized in 1922 after a successful football season. We are trying to make

the school emblem mean more to the school and to encourage wholesome varsity sports. Our school had many

MISSOURI

class teams but few varsity squads. Since our organization has been on the campus there have developed varsity teams in football, baseball, basketball, track, and tennis. We also attempt to develop a spirit of fraternity among our members."

At the Keene, New Hampshire, Normal School the "K" Club is quite strong. It meets once every nine weeks and attempts to be a force for good in the school. Until recently they controlled the question of who and what organizations should receive letters, and had the right to give letters. Their best work is done in getting students out to games and taking charge of Home Coming Day in the fall.

BOOSTERS CLUBS

The Booster Clubs are similar to the Letter Clubs but do better work, being not so selective. Their aim is to boost athletics, but they also attempt to boost the school in as many ways as possible. They have sort of a Chamber of Commerce or Rotary Club spirit.

A Kansas Booster writes, "To be a booster on our

campus means to belong to a wide awake group who sponsor the "pep" programs for the school. We are

KANSAS

non-fraternal and thoroughly democratic. Any man student is eligible for membership. In addition to organizing the student body for systematic cheering at athletic games, this group sponsors special trains, hobo day, stunt fest, and many other worthwhile programs. We stand for clean sportsmanship, loyal suppost of all school activities, and demand of their members full cooperation with the faculty and administration in any program in which the group may be interested. We think we have done a fine piece of work for the men of this school have developed a spirit of loyalty and school spirit second to none."

A Minnesota organization wrote, "We are a new organization whose chief aim is to secure support of

MINNESOTA

the student body for all the various college activities and interests. All the clubs on the campus designate three members to belong to this group. This has tended to join the varied groups into one strong booster organization. Last year the club gave the Gilbert Sullivan light opera "Pirates of Penzance"."

ARCHERY CLUBS.

There is another organization that should be mentioned, the Archery Club. Of all the athletic organizations, this is one of the best. It is a

VALUE

sport that should be encouraged. Many schools have it as a part of the gymnasium activities, but only six clubs were reported. Archery is a sport that requires accuracy, steadiness, quick vision, and coordination between eye and muscles. It is a clean, quiet sport that anybody can participate in. In larger cities it is a growing sport and many public parks have a location set aside for a range. Although it might stimulate the hunting instinct, it does not develop "killers". It is a sport that children like to play in the form of Indians, but one also in which adolescent youths develop considerable skill.

RIFLE CLUBS.

The rifle club also is one of the smaller organizations generally classed as athletic. There is, however, little to justify this activity.

JUSTIFICATION

Guns and the use of the same are a thing of the past. Guns have a fascination to young people for the same reason that rattlesnakes and other deadly things have. It might develop a few desirable qualities such as steadiness of arms, but there is always the danger of such an activity developing the desire to kill. Hunting is good sport but the tendency today is to hunt with a camera rather than a gun. The only vocational value is that a few Boy Scouts unfortunately have recently taken up this as one of their activities. A rifle club is an indoor activity and does not encourage the members to get out in the woods and tramp. Hunting does this at least. Shooting at a target is an expensive sport and if care is not taken of the guns poor shooting results very quickly. Hitting the bulls eye depends as much on the accurady of the gun as the accuracy of the eye, or the steadiness of the arm. A gun is the instrument of death and in these days of disarmament and leagues to do away with war there is little justification for such an activity in a professional educational institution.

SUMMARY

Athletics in normal schools and teachers colleges have several aims. From the administration standpoint the desire is to advertise the school in the state, to get more students, to keep students busy, and to develop school spirit. It seems that the normal school heads, as a whole, have not seen the dangers that come from this type of athletics. They are not profiting by the harm that athletics have caused in the academic colleges.

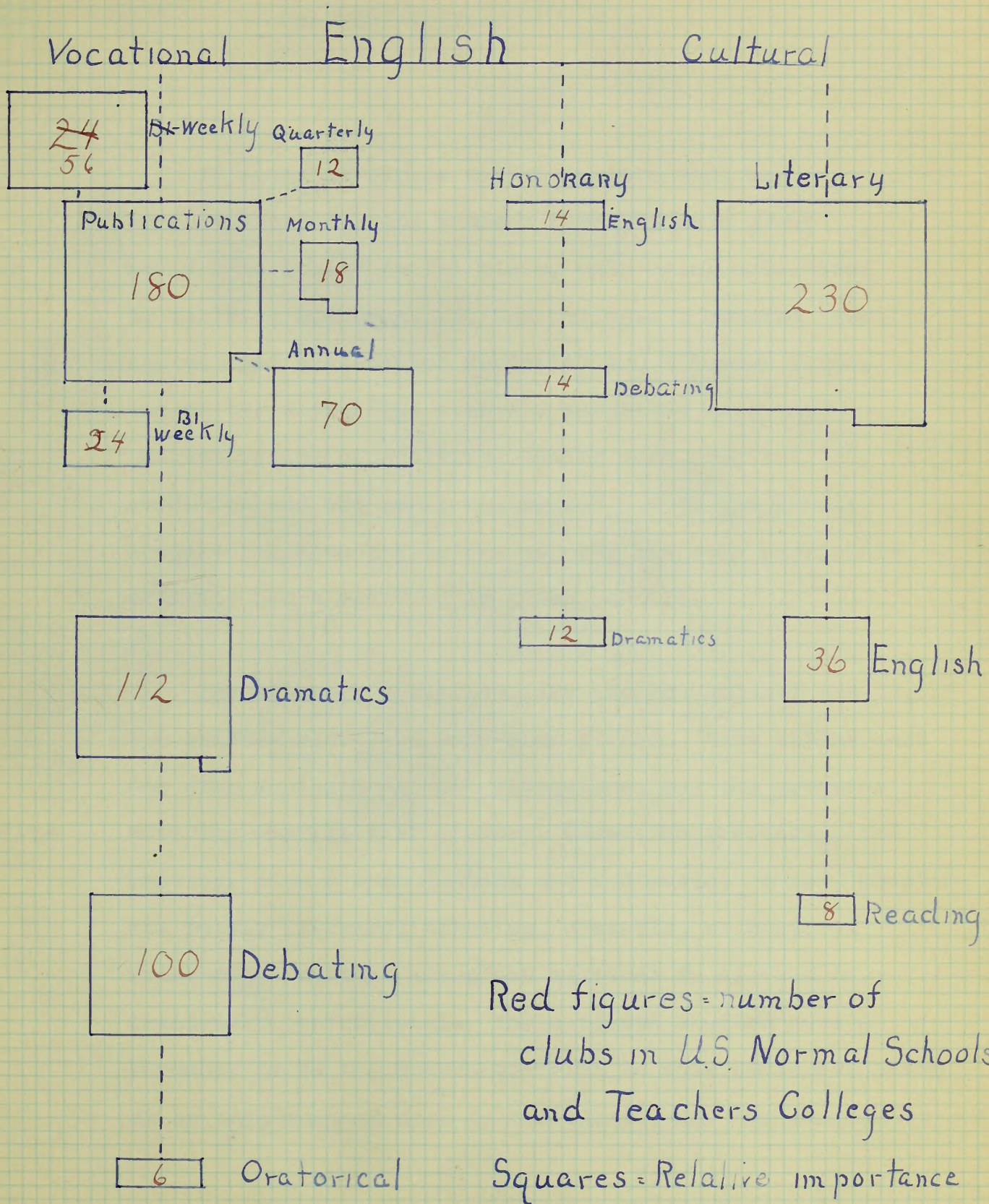
ADMINISTRATIVE VIEWPOINT

On the other hand there are normal schools that are headed in the right direction. They realize that athletics not over done are desirable and have a good effect on the student body. They see the value of intramural sports and are developing them to a high degree. Intramural sports have professional value to a large number of graduates. It trains leaders, has physical value to many, develops coaches for smaller schools, develops a true sporting attitude. In fact it has all the good qualities of varsity sports except in the field of advertising. The future of athletics is in the field of intramural sports for the many, rather than in varsity sports for the few.

PROFESSIONAL VIEWPOINT

OTHER ACTIVITIES

Other athletic clubs as Varsity Letter Clubs, Booster Clubs, Archery, Rifle Clubs, Dancing, Health, Life Saving, or Red Cross Clubs, Physical Education Clubs, all have more or less good professional value. Archery Clubs are something that should be fostered, the rifle club something to be discouraged. Athletic associations vary in value, but generally are only organizations in name and are only used to raise money for sports in general. Many intramural sports have become classroom subjects. This is a promising thing except that classroom activities are not spontaneous and lose much of the effect desired. Athletics in normal schools are at the cross roads and very easily they may be switched up the road that the academic colleges have followed, or up the road of success and progress where the seeds will beat fruit a hundred fold.


Vocational
English
Cultural
24
56
Bi-weekly
Quarterly
12
Publications
180
Monthly
18
Annual
70
24
Bi weekly
112
Dramatics
100
Debating
6
Oratorical
Honorary
14
English
14
Debating
12
Dramatics
Literary
230
36
English
8
Reading
Red figures = number of clubs in U.S. Normal Schools and Teachers Colleges
Squares = Relative importance in relation to numbers

CHAPTER VIII
ENGLISH CLUBS

AGE OF

If extra curricula activities standing was based on heredity and ancient ancestry this group would have a high social place, only being outclassed by athletic endeavor. In the colleges a hundred years ago we find declamation societies and literary clubs. One writer says, "The literary societies have the longest record of activity, coming down from the academies and the early colleges." [1] In the Normal Schools the ancestry is not so old, but very early this activity had a standing in these schools.

DIVERSIFI* CATION

The literary societies like the educational and the science clubs are very diversified. Very seldom does one club wholly deal with literature, but the programs entering the field of oratory, dramatics, debating, and reading, others even include art and music. A few, however, are purely literary, debating, dramatic, or oratory. These organizations are often cultural in aim and only incidently professional. The subjects studied have a tendency to be the modern material in this field not taken up or only touched upon in the classroom. The administrators

1: Roberts & Draper Extra Class and Intramural Activities Page 285

are often partial to these organizations. It gives tone to the extra curricula activities. It makes the public feel that at least part of the student body are serious minded.

The purely literary clubs are not popular in the secondary schools. Junior high students are readers. They are at the age when the Boy Scout Series are "devoured". The normal school literary clubs in their reading stress literature more adapted to the adult. Guidance in children's reading is necessary, but where is this guidance going to come from. The teacher cannot give it, the English reading lists on the whole are disliked and have little influence. In fact in some schools if a book is on the reading list children are afraid of it for it bears the stamp of a dull book. Literary clubs do not cater to this training of teachers in children's books.

LITERARY AIMS

The aim of the literary club is well stated in the following manner, "If this club cultivates in the minds and heart of the students who participate in its activities an abiding love for what is best in literature and a deeper

AIM

respect for the authors who have opened to them new avenues of thought and new meanings of life, it will have justified its existence." [1] The question rises of just how much justification is there for a cultural club in a professional school. Normal schools need culture. There is no better way to obtain it than through good literature and biography. Our trouble today is that this wave of modern literature, much of which is "trash" may do more harm than good. A literary club's program needs careful attention and guidance, but at the same time not overbearing domination. It seems to the writer that literary clubs could spend some time on younger peoples' books and attempt to get the viewpoint of the adolescent youth so that they in turn could be of real help in this important activity in secondary schools. There is no doubt a chance in a four-year period to get some valuable professional training in this activity as well as cultural training.

This lack of vocational aim as brought out in the programs of the societies in the normal schools is very evident. The cultural aims are well developed. A Pennsylvania student says, "Our literary club is very popular and has a membership of between six and seven hundred. The meetings are held every Monday in the assembly hall.

1: Roberts & Draper Extra Class and Intramural Activities Page 286

The programs are, we think, excellent. Many one-act plays are given and also books and poetry read. This club has helped to develop many fine readers. The greatest possible number of students participate in these programs so that skill and originality in program building as well as ease in public appearances, may be developed. A small fee is charged, which makes it possible to present each year some of the professional literary talent. This talent has recently included the English poet, Alfred Noyes; Ruth Draper, in her famous character sketches; Charles Rann Kennedy Players; the artistic reader of ballads, Sydney Thompson; Phidelah Rice and Henry L. Southwick, Dramatic Interpreters of Boston, and E. H. Southern, the great American actor in Lecture Recital."

TEXAS

A Texas bulletin reads, "The students of this school maintain six literary societies. The main objective in the work of these societies is to afford opportunity for training in the art of public speaking, story telling, and parliamentary usage, and at the same time to afford the membership of the society that benefits of self-directed study along the lines of special interest. The societies are entirely self-governed though they usually invite some members of the faculty to meet with them as sponsors. A

silver loving cup is awarded annually to the young ladies' society which wins in the essay writing contest." [1]

ARIZONA

From Arizona we find a slightly different type. "Clionian Literary Society limits its membership to twenty-five women whose purpose is to study art, literature, and music in their weekly meetings. With them the past year has been "All American Year". A definite study was made of the lives and works of the leading American musicians, painters, sculptors, dramatists, novelists, and poets. These studies, together with formal ceremonial meeting, parties, hikes to "Clionian Rendevous", and the annual camping trip, make up an important part of the college life of the members, and many enduring friendships are developed through associations formed in connection with Clionian activities." [2]

A letter from the same institution says in part, "We have six literary societies on the campus. The Philomathian Literary Society of which I am a member, consists of twenty-five women. Our purpose is to study literature and to promote social life among the members. Our programs are devoted to the study of drama, old and new, which we read and analyse. We also attempt to write original plays, many

1: Sam Houston State Teachers College Bulletin, 1929, Page 24
Huntsville, Texas

2: Tempe State Teachers College, Vol. 41, #1. 1926 Page 83
Tempe, Arizona

of which are tried out at our meetings. Among the dramatists studied have been men such as Wilde, Drinkwater, Lady Gregory, Lord Dunsay, Moody, D'Annunzio, and Stuart Walker."

CULTURE

A Pennsylvania school shows its cultural aim when it says, "The Current Literature Club proposes to increase its members' knowledge and appreciation of contemporary literature as expressed in modern poetry, biography, drama, and fiction." [1]

Another of the same type says, "There are two literary societies, the Cunningham, and the Ruffner. These are an important factor in the intellectual and social life of the college. They impart a strong impulse to literary work, and bring the girls together at regular times for a common intellectual purpose. The literary societies aim primarily to promote a real interest in literature to afford opportunities for self-expression to the members." [2]

The English Club of the West says, "This club is open to all students with major and minors in English,

1: State Teachers College Bulletin, 1929 Page 52
Bloomsburg, Penna.

2: State Teachers College Bulletin, Vol. XIII, #4 Page 28
Farmville, Virginia June 1927

KANSAS

meets on the second and fourth Wednesday afternoons of each month at four o'clock. The aim of the club is to advance the study of literature, to encourage creative writing and worthwhile reading, and to foster a spirit of fellowship among those specializing in English. Talks and discussions are given by the English faculty, members of the club, and people outside the organization. The programs give the student an opportunity for obtaining information that cannot be obtained in the classroom." 1

An Oklahoma club brings out a strong social aim as well as diversified literary aim. "The Hammond Literary Society was organized in 1923 for the purpose of promoting in fostering the spirit of good fellowship and harmonious endeavor in public speaking, debating, oratory, literature and other forensic qualities. Each member of the society is given an opportunity to give the club his best. The Hammond Literary Society is a social organization as well as a forensic. During the year numerous luncheons, dinners, and banquets, are held at which members of the faculty are guests of honor. Each member of the society is pledged to give his whole support

1: Kansas State Teachers College, Vol. XXIV, #7. Page 35
Pittsburg, Kansas 1928

and influence to the advancement of the school and his own organization." [1]

A unique system is carried out in this Pennsylvania school to stimulate interest. "Opportunity to participate in literary work is given through the two literary societies, Clionian and Philomatheon. Great rivavly exists between Clio and Philo, and this culminates each year in a big literary contest. Fine programs are rendered weekly by these societies and they assist very materially in promoting sociability as well as affording an opportunity to develop literary ability. The rooms which have these societies have been redecorated and made very attractive." [2]

UNIQUE

One of the smaller normal schools of the country rather bravely announces the following program. "Our literary efforts are turned more toward reading than toward writing. Two assembly periods each week are given over to literature and current history. During these periods the Juniors bring us some fine bits of literature in their readings and the Seniors tell us world events.

SMALL SCHOOL

1: Northeastern State Teachers College, 1929 Page 14
Lahlequah, Oklahoma
2: State Teachers College, 1929 Page 32
California, Pennsylvania

The school paper,"The Normal Echoes", has afforded those with literary inclinations a place to display the fruits of their labor. The Normal School notes which appear in many of the newspapers are written by the students. All these bits of reading and writing give impetus to literary activities that we can carry on ourselves." [1] Although these efforts are for the improvement of assemblies, for advertising and for the building up of a school paper, all more or less the result of the administration using student efforts for its own purposes, still it is a good beginning and makes for student activity. It speaks well for the future in literary efforts in a school handicapped by an enrollment of less than fifty.

KENTUCKY

A rather optomistic air is carried in this message. "To be progressive as well as popular at Easten, one must be a Carpediem, a Periclesian, an Excelsior, a Utopian, a Cynthian, or a Washingtonian. And not until he has been initiated can he understand the magic in these names. During the big terms auxiliary societies are organized. The literary societies stand for all that is highest and best in school life. It is here that the student finds himself untrammeled - where he comes into his own. He has

1: Johnson Normal School Bulletin, 1930 Page 27
Johnson, Vermont

an opportunity for appearing in public. He argues, sings, plays, composes, reads, and acts. He presides at meetings, acts as secretary, works on committees, and conducts parliamentary drills. And above all he forms friendships." 1

UNUSUAL

An unusual organization of the literary type reports that "This organization came into being in 1924. Membership is voluntary and has steadily increased every year. It is designed to furnish a high class of recreational reading to those who desire it, the books being furnished from the small yearly fee paid by each member. Popular fiction and non-fiction are both included in the collection, which at present numbers over 150 volumes. The club is sponsored by the Library department, the Librarian acting as faculty advisor." 2

1: Eastern Kentucky Review, Vol. XIV, #5 Page 37 1930

2: State Teachers College Bulletin, 1929 Page 51
Chippensburg, Pennsylvania

DEBATING.

There are many purely debating societies sponsored by the normal schools and teachers colleges. Debating has great professional value. Few of the societies emphasize this aim. The historic background of this activity dates back to the days of ancient Greece, and the days of Socrates. In the Roman Forum and courts oratory of a controversal nature was highly developed. The Roman boy developed this ability during his school life. In the Mediaeval Church schools debating along philosophical lines reached to such a high degree of perfection that even today our best scholars fail to equal it. "The debating method came to America by the way of church and early colleges and became an important phase in the social and literary societies which flourished throughout the country." [1] Such events as the Revolutionary War, War of 1812, and the Civil War encouraged such activities and in those days many high schools had debating as one of their few extra curricula activities.

HISTORICAL BACKGROUND

Debating has many strong qualities; it overcomes nervousness on the platform; it gives dramatic ability in using hands, voice, and gestures; it helps in developing

1: Roberts & Draper Extraclass and Intramural Activities

AIMS

desirable mental habits as choice of materials, memorization, clearness of thought; develops sportsmanship, oral speach, parliamentary law, and lastly a cultural value in wide information and research.

ADMINISTRATIVE VIEWPOINT

The administrator likes debating. No effort of the student body brings parental flattery to his ears quicker than a successful debating team. The subjects used are generally of public interest. The newspapers report such events liberally. It brings the school into the limelight through scholastic channels that please the tax payers. This has been a disadvantage on the whole. The tendency has been to develop one good team and let it debate as often as possible. Only a few students have the advantage of its educational values. In fact as only three or four participate it narrows it down to such a small number that its advantages to the whole student body are small. Before the World War little was being done along the debating line in any schools of this country. Great credit should go to Bates College in Maine for reviving this activity. Their trip to Europe, of a few years back, caught the public fancy and since that day debating has revived and once more is back in favor. It seems that the normal schools as a whole are falling back into the bad

practice of developing only debating teams. Few debating clubs have broadened their scope so as to not only have a varsity squad but also club activities that take in large numbers. Very few of the debating societies of Normal Schools have the professional aim.

KEENE, NEW HAMPSHIRE

At Keene Normal School in Keene, New Hampshire, the Forum is one of the oldest and strongest organizations on the campus. Its membership is composed of those interested in debating and extemporaneous speaking. The aim of this club is to develop an interest in debating, to develop the ability to debate, and to develop coaches for debating teams. This society meets twice a month and at each meeting a debate is held. The program varies in that some of these debates are organized and know weeks in advance, both sides preparing material. Students act as judges and chairmen. After the debate students from the floor add their bit. At other meetings the subject is not announced until the night of the meeting. This develops extemporaneous speaking. The new members have their turn and they are coached by the older members. The year comes to a climax with the big intra-scholastic debate with the Plymouth, New Hampshire, Normal School. This contest is one of the big events of the year with a team taking part at both schools the same

night. In the spring of the year a banquet is held at which the toastmaster calls for a toast without previous warning from members present. The results of the club are seen throughout the school. In the assembly programs, and even in the classroom, an upperclass Forum member may be readily picked out by his or her ability to give material in an orderly and self-confident fashion. A senior who has been in this organization is expected, by the rest of the school, to be able to give her Current Event in a masterly way. During the past year the Forum has branched out and is doing much more in intra-scholastic debating, having two freshman teams, men and women, and likewise two upperclass teams. Up to the present time they have had six debates with seventeen different students taking part. However, as always with intra scholastic work the intramural activities have suffered. On the whole the old method is by far the best for more students have an opportunity to take part and develop their talent, not perhaps to a high degree, but sufficient to carry on this work in secondary schools. Much of the debating done in New Hampshire secondary schools today is coached by former Forum members.

VIRGINIA

A letter from Virginia, describing their debating club, says, "The purpose of the debating club is to develop the power of argument, clear and logical thinking, and forceful expression. We meet every two weeks during the session, at which matters of local and college interest are debated by the members. One public debate is held each term, at which some phase of college activity is discussed and to which all the college is invited. Bsides this several inter scholastic debates are held every year. This provides for training in thinking on one's feet and for public recognition of successful club work."

DANGER

A Wisconsin school bulletin shows a strong tendency toward intrascholastic efforts. "The nine Teachers Colleges of the state, in rotation, engage each other in debate. The colleges are numbered in alphabetical order, and number one engages number two, and number two engages number three, and so on. After the first round those remaining in the competition engage each other in the same manner, thus determining the state champions in debate. Debates with colleges in Minnesota and Michigan are also scheduled." [1]

1: State Teachers College Bulletin, Vo. XXIV, #89 1930
Superior, Wisconsin Page 15

Another school of the same state is proud of its inter-scholastic efforts in debating. "The Oratorical Association directs the activities of oratory, extemporaneous speaking and debating. During the last six years our school has been very successful in inter-teachers college forensics. We have won the following contests: First in eight out of twelve inter-teachers college debates; second in state debate among nine colleges; first and second in state oratorical contest for two consecutive years, and first in 1928; second in extemporaneous speaking for three years, and first in 1927." [1] It is very evident that in the above two schools the varsity debaters are highly developed and the contests resemble to a great extent the varsity athletic atmosphere. There are no reasons why the dangers of inter-scholastic debating may not develop to the same degree as in the athletic sports. History shows that if this is the case and only a few are profited, the activity is sure to go out of existence as soon as a few consecutive poor teams represent the school.

WISCONSIN

Another of the same type shows up in Kansas. "Students

1: State Teachers College Bulletin, Series III, #5 Page 22
Stevens Point, Wisconsin January 1929

who acquired a reasonable degree of forensic ability are permitted to join the college debating squad and oratorical association and participate in inter-collegiate debates, and

KANSAS

oratorical contests. Extensive debating trips are annually arranged, giving participants an opportunity to visit other colleges in this and in neighboring states. A large number of delegates are sent to the biennial national convention of Pi Kappa Delta. Students representing this institution in either debate or oratory become eligible to membership in this fraternity, the largest forensic organization in the world." [1]

Still another with the inter-scholastic aim says, "Sam Houston Teachers College is a member of the Texas State

TEXAS

Teachers College Debating League, which organization furnishes two debates for each member each year. In addition to these Sam Houston meets teams from other colleges of the Southwest. During the spring of 1929 a trip was made to Louisiana and Mississippi and debates held with seven institutions. The splendid record made by the debaters in recent years was rewarded in 1929 by the granting to this institution of a charter of Pi Kappa Delta, national honorary society." [2]

1: Kansas State Teachers College Bulletin, Vol. XXIV, #1
Pittsburg, Kansas March 1928 Page 33
2: Sam Houston State Teachers College Bulletin, 1929 Page 25
Huntsville, Texas

PROFESSIONAL AIMS

It is a pleasure to turn to schools who, like the Keene, New Hampshire, Forum, tend toward the intramural activity. "The Forensic League is an organization of students interested in public speaking. At the opening of the fall term meetings are held and the program of public speaking events is made out. Debaters, orators, and extemporaneous speakers begin their work early so that ample preparation and coaching may be had before the school orator and extempore speaker are chosen. The Forensic League is not a literary society, but an organization which attempts to build interest within the school for contests in public speaking. Medals for successful participation in inter-scholastic speaking contests are awarded at the end of the year." [1]

An Indiana school also seems to have the right idea. "The Symphosium Club was organized during the year 1928 for the purpose of sponsoring debates among girls upon the campus and with other colleges. Informal talks and debates are given at the meetings held every two weeks." [2]

With debating revived and now popular in many of

1: State Teachers College, Serial #149, 1929, Page 28
Whitewater, Wisconsin
2: B.S.T.C. Handbook, 1929 Page 24 State Teachers College
Muncie, Indiana

the secondary schools it is very unfortunate that the normal schools are not developing this activity more as an intramural activity. The secondary schools need guiding and so far this guidance is wholly toward inter-

WRONG VIEWPOINT

scholastic efforts. Already many states have their state elimination contests the same as in basketball. The great effort of the participants in competing several times, often on the same subject, before the final big contest is too much to ask of students of sixteen and seventeen. Again only a few get the training that many need, and they are worn out in the process in the desire for perfection. Their contests are so important in the eyes of the coach that often times he or she gets the material and organizes it. The student thereby loses one of the most important aims. The administrators are more principals of schools rather than educators of our youth. The new viewpoint of teaching children rather than subject matter needs development from the top down. With the winning of the debate the chief aim it may be expected that in another ten years this activity will be on the wane.

DRAMATICS.

DEVELOPMENT

Dramatics, like debating, is an old institution. In ancient Greece drama was a part of the school program. The state encouraged this activity by giving public performances in such plays as written to Sophocles, Euripides, and Aeschylus. The poetic drama furnished much material for their schools. In the Roman schools the Greek drama was part of the course of study and the Romans wrote a great deal of comedy. The early church used dramatics in depicting biblical scenes to an uneducated public and much of the ceremonies of the mediaeval church followed dramatic form.

COLONIAL TIMES

In the early days of America dramatics were frowned upon in the New England Colonies, but by the Revolutionary War period this was overcome. We find a book published by Charles Stearns of Lincoln, Massachusetts, "Dramatic Art For Use in the Schools" published as early as 1798. Dramatics have played an important part in education in America and the world for many centuries.[1]

Dramatics, or imitation, might be called an instinct

1: Roberts & Draper Extraclass and Intramural Activities
Chapter XII: Contributions of the Drama.

or at least an "urge". Children like to imitate their elders. Even the grownups enjoy and practice this same tendency far more than they realize. It is born in us. The first thing that foreigners do on reaching this country is to imitate us in dress and action. In fact at present the whole world is imitating the American, due to a great extent to the motion pictures which have shown them how we are supposed to live. The rich play golf and the crowd follows, the craze for styles in dress is due to this desire to imitate the more fortunate. If it is the thing to do, we all fall in line as imitators. All this has its good points and if the leaders are showing us better ways to live we can make no objections.

FUNDAMENTAL URGE

The aim of dramatics in education is to use visual methods in teaching history, civics, and geography. It develops a cooperative spirit among the players, school spirit, poise and muscular control, better English and articulation and tenacity in attending rehersals.

AIM

The greatest trouble today with our dramatics in school is the purpose behind them. Again the administrative viewpoint is the stumbling block. Too often the head of a school looks upon it as a means of advertising or a method to raise money. Like debating,

parents like to see their children perform. The administrators play up to this desire to the limit. The students wish to make money for a trip to the national capitol, a school gift, or for the support of athletics. The real educational aim is subordinate to the immediate aim. Much of the value is lost.

ADMINISTRATIVE VIEWPOINT

The aim of dramatics in the Normal Schools shows both the real educational aims and administrative aim and both can be readily detected in the programs of the dramatic clubs. However, dramatics of the right kind in schools which have the pupils twenty-four hours every day are a wholesome activity and the viewpoint of those in charge of discipline must not be underestimated. At the same time it must not be forgotten that a Normal School is a professional institution which must develop teachers who are real leaders.

VERMONT

A student of the class of 1929 from the Johnson, Vermont, Normal School, writes as follows: "Who says that dramatics do not hold their own place with the other activities of Johnson Normal! No one can. Those who saw the play presented by the senior class of 1928, namely, "The New Poor", agree that dramatics are not only one of

most interesting but also one of the chief factors in the development of students, socially and professionally. This fact holds true in all our dramatic enterprises. Short plays are given in our assemblies either for entertainment or to illustrate the use of dramatization in the teaching profession. Dramatics help us in our social life and assist in bringing about a pleasant relationship between the people of the community and the school. The students often give their services in various types of drama for the benefit of local organizations." [1]

Another New England school emphasizes this activity in terms of an educational outcome as well as social outcome. "The Dramatic Club, called the '22 Club by the class of 1922 who organized it, meets at the residence hall once in two weeks for the purpose of reading, enterpreting, or acting worthwhile plays. It also presents plays for the enjoyment of the school family." [2]

CONNECTICUT

Another New England club desires to develop those who already have some ability. "The Dramatic Club is an organization comprised of a carefully selected group of students who are interested in studying the drama and who

1: Johnson Normal School Bulletin, 1929 Page 27
Johnson, Vermont
2: State Normal School Bulletin, 1929 Page 31
Willimantic, Connecticut

show some evidence of ability in producing plays. The purpose of the club is to study the development of drama, with emphasis on its modern aspects. This includes a consideration of actors, authors, and stage-craft. At each regular meeting a reading of a short play or parts of a play make up the program, aiming toward the culmination of a more ambitious production later in the year. Interesting trips are made to Boston to see some of the best plays." [1]

POOR AIM

A Minnesota school shows the professional aim when it says, "This activity is provided with full theatre equipment, whereby short plays are presented under the direction of student coaches from classes in public speaking and dramatics. In addition to this work, carefully selected plays are given during the year and at commencement time under the supervision of a faculty member." [2]

PROFESSIONAL VALUE

A Colorado school shows us what can be done by an organization that is on the right track. "The Dramatic Club, which was organized in the spring of 1927, has

1: State Normal School Bulletin, 1927 Page 38
Salem, Massachusetts
2: Quarterly Bulletin, Series 25, #4, Page 13 May 1929
Winona Teachers College
Winona, Minnesota

incorporated in its constitution the same principles of cooperation that are fundamental to the other organizations of the school. Originally it was planned not to limit the

COLORADO

membership, but requests for admission have been so numerous that in 1928 admission was made by tryouts, and the membership is limited. The object of the club is not to use extensively the talent of any one member, however excellent that may be, but to give many students an opportunity to develop talent in whatever degree they possess it. The club has produced ten one-act plays and a major three-act play in the last year and a half." [1]

LITTLE THEATRE CLUB

A Kentucky school says, "The widespread revival of interest in community and school dramatics, and the growth of the Little Theatre movement throughout the country and especially in Kentucky, has resulted in the establishment of a Little Theatre Club at Eastern. The L. T. C. has become a drawing card for those students who feel that there is in every life a certain amount of pleasure that may be derived only from special activities. The Club offers an excellent opportunity for developing business and administrative ability, talent in scene design, and stage construction, and dramatic ability in enacting

1: Adams State Normal School Bulletin, 1929, Vol. III, #1
Alamosa, Colorado Page 87

the Club plays. The membership, drawn from the entire student body is elective, each applicant presenting a tryout before the club members. The local club is a unit in The Drama League of America." [1]

PROFESSIONAL AIM

A Kansas school claims that the box office is not their aim. "The Ardeen Players is composed of students who are especially interested in dramatics. A number of plays are annually produced, giving students an opportunity, in addition to the regular classwork in dramatics, to do additional work in this practical and interesting field. The plays produced by the club are selected for their dramatic and artistic value rather than that of the box office. Students participating in these plays become eligible for membership in Theta Alpha Phi, the national honorary Dramatic Society." [2]

KEENE, NEW HAMPSHIRE

The Keene Normal School, Keene, New Hampshire, has two dramatic clubs, the Senior and the Junior Club. The latter is for freshmen and the Senior Club for upperclassmen. Their program is similar to the other clubs quoted except that the professional aim stands out a little more clearly. Both clubs at their meetings study plays of different types, read many short plays or parts of longer

1: Eastern Kentucky Review, Vol. 23, #1. July 1929, Page 29
Eastern State Teachers College, Richmond, Kentucky
2: Kansas State Teachers College Bulletin, 1929 Page 33
Pittsburg, Kansas

plays and decide upon plays fit for the grades, Junior High, or Senior High, or Community. The Junior Club give several one-act plays every year and these are coached by members of the Senior Club. The scenery, staging, ticket sale if any, and all other matters are taken care of by the club. The Senior Club gives several plays coached by members and one big play coached by the faculty advisor. This year "The Rivals" was given in a very successful manner. At Commencement one of the Shakesperian plays are given; last year "The Merchant of Venice" was given. Many of the graduates and former students continue this actually after graduation and at the present time many are doing exceptionally fine work in the secondary schools of the state in coaching plays as a part of their contribution to extra-curricula activities.

DANGER

Some dramatic clubs show more of the dangerous tendency of having for one of their aims the raising of money or giving practically their whole time to public performances. An Illinois institution says, "A Director of Dramatics supervises all dramatic work for public presentation. Under the plan adopted, the high school and the college constitutes two dramatic organizations

with elected student officers. The College organization is called "The Players". The major production of the year for each is the commencement play. Other programs are presented during the year if suitable talent is available. The ends in view under this plan are as follows:

1. To make possible the development of dramatic talent through a period of years rather than through the period of rehearsal for one play.

2. To attempt to maintain as nearly uniform standards as possible and to build up higher aims as progress is noted.

3. To encourage familiar acquaintance with the artists of the theatre of all times.

4. To establish a fund for permanent equipment." [1]

This institution has a fine opportunity. A high school club and a college club in the same institution. Here is a perfect chance for professional work for the future teachers and the high school students getting much more training than one man can give. Instead of waiting for talent to appear as this article suggests, there would be a fine chance to develop much talent at an earlier stage. Talent may be found without stressing the public performance. Why a uniform standard of pro-

LOST OPPORTUNITY

1: Teachers College Bulletin, State Teachers College
#104 April 1929, Page 24 Charleston, Illinois

duction? With training starting in the freshman year in high school it should give possibilities of an increasingly higher standard. When one of our aims is to raise money we lose a great deal of the idealistic advantage of the drama. It seems that this school is losing a great opportunity that other schools would have made great use of from the standpoint of the professional aim and the student participant aim.

CONTEST TYPE

The intra-school contest atmosphere also enters the dramatic field. An Arizona school has developed an athletic enthusiasm in this activity. "The Dramatic Club is one of the most active organizations on the campus. During the past year more and better plays were presented than ever before. The characters selected for the plays must be members of the club. All parts are chosen by the tryout method. A charter in the Alpha Psi Omega, National Honorary Fraternity, was the greatest achievement of the year. Members of the club who have taken a very active part in the club are eligible for membership.

"The dramatic club made possible the one-act play contest for the Northern Arizona High Schools this year. Six high schools participated in this contest. The club

did not judge the plays, but were responsible for carrying out of them." [1] The intra-scholastic efforts are all right and have some value, but the tendency is to develop stars and only a few have an opportunity to enter the field. If the teachers college could emphasize leaders and coaches in dramatics and send these out in large numbers over the state, a far greater influence for good could be developed for the would-be actors of the high school. High Schools have the talent -- they need coaches. The tryout method of this school and the Honorary Fraternity produces the came result. He who has ability will have great opportunity and rewards, but there would be little chance for development under this system. Is it perfection we are after, or the training of many so the great mass may enjoy the training and advantages of education?

1: Arizona State Teachers College Bulletin, Vol. IX, #5
Flagstaff, Arizona October 1929 Page 30

SUMMARY.

DEBATING

Debating and drama are two of the oldest phases of educational activity. This might well be expected as they deal with the spoken language. Both of these demand good articulating, and dramatic ability. Debating and drama are social activities and one is fundamentally social. In the olden times debating was the function of the citizen aristocrat who had leisure time to serve in public offices. The drama was also the recreation of the wealthy. As the masses developed up in the stages of respectability these things became necessary for all and slowly developed into educational functions. In elementary schools and secondary schools debating and drama have held an increasingly important place. As the Normal School is a professional school to develop teachers for these public schools then debating and dramatics have a place in the program and intramural activities.

The literary clubs of Normal Schools are not so professional. Literary clubs are not especially important in secondary schools. Most of the literary organizations of these schools tend toward debating and dramatics.

LITERARY

Generally throughout the country these Normal School clubs are cultural in tendency. We cannot condemn this for any educational institution must have culture. If this cultural activity becomes the dominant activity in a professional school then the aim would be wrong. The literary programs deal more with material for the adult. The books read and the poetry studied is that for the cultured adult. The writer believes that these societies could, with profit, spend some of their time with the literature of the child and use this in their work as teachers. A literary club, however, must use great care in their choice of reading material for much harm may be done in calling must of the published "trash" that comes from the modern press literature. This is the age of biography, but many biographies written in the last few years are not much more than a rehearsal of scandal, an attempt to justify some of the tendency in modern life. Real biography is stimulating toward greater and more useful lives.

The literature clubs, including debating and dramatics, have two aims - the administrative aim and the professional aim. The administrator looks upon his club activities as means of advertising his school, raising money, and keeping

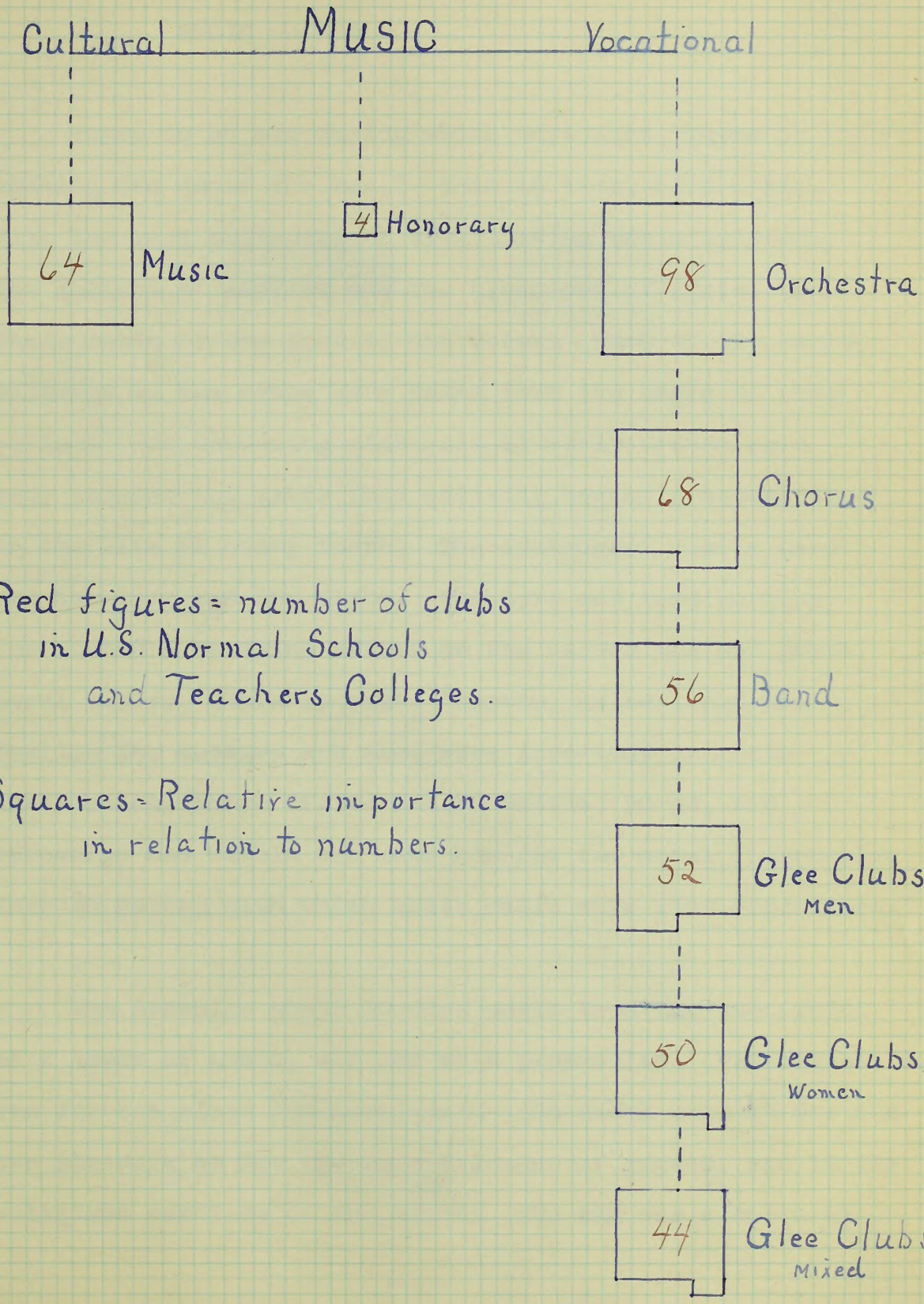
his pupils interested and their leisure time full. This aim has a bad effect on intramural activities. It tends toward athleticism, the development of the few to entertain the masses. Instead of developing a lot of ability it makes toward perfection of the few. Nobody questions the necessity of ability, but teachers colleges are not training schools for stage stars or orators for the chatauqua or the halls of the legislature. If the aim is to raise money for equipment that the state should provide, the results are just as bad. If the performance is for public consumption then only the "stars" are given an opportunity. Moreover, the state will buy those things that it has to and will not pay for state equipment if it is possible to get the dramatic club to do so. The leisure time aim is not that we have no quarrel with.

INTER-SCHOLASTIC EFFORTS

In both dramatics and debating there is a strong tendency toward interscholastic efforts. This is unfortunate for the same reason that only a few get the opportunity to participate. Many teachers colleges are promoting interscholastic debates, and a few dramatics, among the high schools. This again is unfortunate. It develops in these fields the strong competitive activity that we find in athletic contests and in time will develop the bad features

already so deplorable for the best interests of sports.

The intramural debating and dramatics develop all the good points of debating and dramatics, but leave out the over-emphasis that strong competition develops. What we need in community life is a live interest in these activities. The more people who have had, during their school career, an opportunity to participate, the greater and the more lasting will this interest be. The small town needs coaches for their debates and dramatics, and the aim of the teachers colleges should be to supply this demand.


Cultural
Music
Vocational
64
Music
4
Honorary
98
Orchestra
68
Chorus
56
Band
52
Glee Clubs
Men
50
Glee Clubs
Women
44
Glee Clubs
Mixed
Red figures = number of clubs in U.S. Normal Schools and Teachers Colleges.
Squares = Relative importance in relation to numbers.

CHAPTER IX.
MUSIC CLUBS

HISTORY

There is an old saying which says that "There is nothing new under the sun." This is true, with music. With the very beginning of civilization music existed. The Indians of America and the black men of Africa had their music of one sort of the other. Much of the early writings in the Bible were taken from the music of that period. The wandering minstrels of early Greece were very popular and later this activity became a necessity in the life of every youth. The instrument mostly used was the lyre and the flute. The lyre was very popular for it had a soothing effect on the nerves and had great moral value. Cubberly says, "Rhythm, melody, and the feeling for measure and time were important in music instruction, whose office was to soothe, purge, and harmonize man within and make him fit for moral instruction through poetry with which their music were ever associated." [1]

ATHENS

The Athenian youth studied music from the standpoint of a lover of music, and not as a profession. Professionalism was for the slave and foreigner. The Greek used it for his own pleasure or for the entertainment of guests, and in the religious services of the state. The aim was a cultural

1: Cubberly, E. P. H istory of Education Page 30

one as well as moral for the young aristocrats.

EUROPEAN

During the Middle Ages the organ became of common use in the churches. Organ music brought in the use of the voice and in the early cathedral schools of Europe the teaching of music centered aroung the organ and vocal accomplishment. Some of these institutions became great musical centers, attracting musicians of ability from all over the world. As time advanced Germanic countries continued the emphasis of music, but puritan England regarded it with disfavor, and it was dropped from their schools. This disfavor in turn effected America and no music was allowed. "As a result, Germany and Scandinavian nations are today singing nations, while the English and Americans are not." [1]

EARLY AMERICAN EFFORTS

In America there was a rival of music which brought in the old singing schools of our grandfathers' day. Some of these can be remembered, especially in the smaller towns, by many of the older people. No doubt some of the well known choral societies had their beginning in the singing schools. During the past fifty years music has taken great strides in America and few such schools exist

1: Cubberly, EP. History of Education Page 281.

that do not have as part of their course of study some musical activity. The extra curriculum activity in the music field has been an outgrowth of the curriculum activity.

AIMS

Music has many aims. There are few subjects that meet the seven cardinal principles of education in their best sense than music. According to one writer, "HEALTH. Many forms of music are physically stimulating and require the best of health habits. Others are recreative and soothing to tired nerves and minds. LEISURE. It fills otherwise idle hours with worthy employment. Quiet, recreation, skill, and satisfaction are by products of a music hour. HOME. Music enters every home of measured social grade, either by direct performers or by some kind of reproduced music. It tends to keep youth at home. Wisely selected, it makes for a contented restful home life through influences that are quiet and refining. VOCATION. Music as an avocation ranks high in keeping men and women fit for the pace in modern business and professional life. More men in a growing city earn their living by music than by carpentry. ETHICAL CHARACTER. Good music rouses the purest and best in the emotional life. It raises life from the sorded to its higher levels. High endeavor, idealism, appreciation, co-operation, respect for others and for fine performance rise

naturally from musical training, either to perform or to listen." 1

AIMS

Music increases one's spiritual satisfaction, brightens life and brings happiness, refines emotions and relieves physical and mental strain. School music should develop the ability to read music, develop a sense of rhythm, detect fine tone values, develop social value, group coordination, and an appreciation of good music. "After all, the chief function of public schools is not to train specialists in any one field, but rather to give the rank and file of our people such an equipment of knowledge, skill, appreciation, and ideals, as will fit them to live a reasonable practical, useful, happy, peaceful and satisfied life." 2 Music helps to fulfill this aim as few subjects on our curriculum.

MUSIC COURSES

All the teachers colleges give courses in music. Teaching music in the grades is required generally for those who intend to teach in rural or elementary schools. These courses are professional in nature and show how and what to teach children. This required course fulfills the

1: Roberts & Draper Extraclass and Intramural Activities Page 201

2: Gehrkens, K.W. The Influence of School Music on Music Education in the United States. Page 13
School Music, Vol. XXVIII

requirements of the average teacher and leaves little for the clubs to do in a professional way. Many Teachers Colleges have courses for the development of music teachers who take up a comprehensive study of elementary school music work and secondary school music, harmony, and orchestral work and again leave little for the club activity. Most of the musical organizations are for the benefit of those who know little about music, or for those who are already trained. These organizations are used to fulfill a social need of the institution. They are often used for advertising purposes and to instill more pep, whether needed or not, to athletic contests. In an indirect way they are attempting to fulfill the aims of music for the average person or for further advancement of those who have already ability in this line. The latter are more or less for exploitation by the administrators for the benefit of the school rather than the pupil. In several schools credit is given for this intramural activity.

An Idaho institution attempts to bring in all these aims into its musical organizations. "The music organizations include a Men's Glee Club, Women's Glee Club, Orchestra, and College Chorus. These organizations purposely avoid the conservative idea. They are closely integrated with the various

IDAHO

activities of the school and function a great deal in the life of the school, entertaining frequently on public occasions. Extra credit is given for this work on the permanent records, but does not apply on the credits necessary for graduation. Its importance is indicated by the fact that all application blanks, whether from Agencies or superintendents, contain the question, "Can the applicant teach music or does the applicant play any musical instrument?". These questions indicate that music has come to be an integral part of public education and abilities along these lines are eagerly sought for in the public schools. The College Chorus is an organization made up of students and townspeople of musical talent. Besides the services it renders to individual students in perfecting their work in music, the organization functions in a very important way. At least one oratorio, cantata, or light opera is given each year, accompanied by the orchestra. It plays an important part in the commencement week program." [1]

In many institutions the desire for perfection in musical productions generally for public consumption unfortunately limits the numbers to those of training and

PERFECTION

1: State Normal School Bulletin, Vol. XX, #2. May 1929
Lesuston, Idaho Page 32

musical ability. "The Madrigal Club is the Women's Glee Club, the members of which are selected from the best singers in the school. This is the oldest ensemble organization in the music department and its work is varied and interesting. The Men's Glee Club is composed of students from the best singers in the school. This organization appears in chapel and recital programs each year. The College Chorus combines the best talent of the two Glee Clubs and each year presents programs of the standard choral works. The Band is one of the newest of the school organizations. It has already proved its value to the school and has appeared on many occasions. It has lent dignity and enthusiasm to the various school celebrations and to athletic contests." [1] The thought of a band adding dignity to athletic contests is a good one. A well organized band with marching ability, and the wild snake dance and pulling down of goal posts, do not go well together. Music no doubt is having some good effect in quieting undue enthusiasm.

"Under the direction of the Department of Music, there is organized every year an orchestra of about twenty-five pieces. This orchestra not only affords excellent training

ORCHESTRA

1: Southern State Normal School Bulletin, Vol. XX, #1
Springfield, South Dakota 1930 Pages 24-25

for its own members, who are the accomplished players of the college, but offers splendid musical entertainment for the school at its various social and school functions. The orchestra gives the weekly concert during the chapel hour on Thursday. The purpose of the Band is to afford training for students interested in music. The band, however, adds very materially in contributing to the interest and pleasure of many of our public school functions and inter-collegiate athletic contests." [1]

Ability is again stressed in this school. "A Men's Glee Club of twenty-four singers is an active organization. Its members are chosen from among the men after they have presented themselves as candidates and undergone tests to determine their fitness. A high average of ability is thus always assured and sometimes the club is made up of genuinely superior voices. Each winter and spring the Club gives a series of concerts, with assisting soloists." [2] "The band has grown from a small organization to one with a membership of over fifty. Its purpose is to instill pep into the athletic teams and student body, as well as to give concerts of the best band music. The band is composed of both young men and women." [3]

1: State Normal School Bulletin, Vo.XXI, #8, 1928. Page 34
Terre Haute, Indiana
2: Kansas State Teachers College Bulletin, Vol. 25, #10
Pittsburg, Kansas July 1929 Page 39

Another school says, "The department of music maintains a high class symphony orchestra. Frequent rehearsals and several concerts throughout the year provide excellent training in orchestral music. The men's glee club is open to all men who satisfy the requirements of ability and willingness to cooperate. Try-outs are held early in the school year. Aside from training the club offers the satisfying elements of good fellowship among its members. This organization gives recitals and cooperates in an annual opera." [1]

SYMPHONY ORCHESTRA

"The MacDowell Club is an organization composed of young women who are accomplished in vocal music. The club has a place for fifty members and membership is secured by competing in tryouts held at the beginning of each term." [2]

MacDOWELL CLUB

A Kentucky school caters to the best only. "The Eastern Male Chorus is limited to twenty. Applicants for membership must apply in person to the director of music for an audition. After all have been tested the names of those who were successful are posted. The Madrigal Club is made up of women chosen in the came manner." [3] "The following instruments will be admitted to the orchestra upon evidence of ability of student to play them in an

KENTUCKY

1: Southern Missouri State Teachers College Bulletin 1929
Cape Gerardeau, Missouri Page 14
2: Oregon Normal School Bulletin, Vol. 16, #1 Page 25
Monmouth, Oregon September 1929
3: Eastern Kentucky Review, Vol. XXIII, #1. Page 40
Richmond, Kenticky July 1929

acceptable manner. ----- All students applying for membership are required to apply in person to the director of music to give evidence of this ability." [1]

A southern school makes its musically inclined pay for its effort in training. "Vocal music will be offered to the entire school. The rates for piano and voice will be $6.00 per month for each student, with a charge of fifty cents per month for piano practice." [2]

COSTS

Many schools give credit for musical efforts. This is justifiable in a professional school if the work is carried on later in secondary schools. It has a bad feature in that it acts as an incentive to seek easy credit. Music should be a spontaneous effort. "Some of the special work in music, as the Chorus, Glee Club, Orchestra, and Band, entitles a student to credit if carried on as prescribed by the director. This can only be had, however, by definite arrangement with the instructor in charge." [3]

1: Eastern Kentucky Review, Vol. XXIII, #1. Page 40
Richmond, Kentucky July 1929

2: State Normal School Quarterly, Vol. XI, #1 Page 18
Livingston, Alabama 1929

3: Western Illinois State Teachers College Quarterly, Page 28
Macomb, Illinois June 1928, Vol. VIII, #1

"There are several musical organizations maintained at Peru. The Men's Chorus, College Chorus, Girls' Chorus, are regularly scheduled and may be taken either with or without credit, as the student desires. Our band is particularly active during the football and basketball season." [1]

Another school says, "The only students clubs or organizations in which membership carries credit, are the Glee Clubs and Orchestra. For these clubs credit will be given at the rate of one-half credit for twelve meetings of one hour each quarter." [2]

CHORUS CLUB

"Chorus Club is open to any who wish to join the organization. A number of great choral classics are studied and opportunity is given all who join this course to become familiar with the song and oratorio literature. Credit is given for this work." [3]

Unfortunately the contest element is creeping into the music field. Music enthusiasts in an attempt to develop interest in their activity make the error of

1: Peru Bulletin, Vol. XV, #2. Page 27 July 1929
Peru, Nebraska

2: Bulletin, State Normal School, Vol. 25, #2 Page 15
Cheney, Washington June 1929

3: Bulletin, State Teachers College, April 1929 Page 25
Silver City, New Mexico

developing the contest spirit, thinking that in this way they can popularize music. Music may be popularized only when the public appreciate music and listen to it for music's sake only. An Arizona Teachers College sponsors the following contest: "The Fifth Annual Music Contest, in which all the high schools of Northern Arizona participate, will be held under the auspices of this college at Flagstaff early in May. Contests will be held in the following: Cornet, violin, voice, clarinet, piano, mixed quartette, boys' chorus, girls' chorus, mixed chorus, orchestra, and band." [1] This contest spirit is a growing one and many states already are encouraging them although few are sponsored by the teachers colleges. In New H ampshire there is an orchestral contest held each year, sponsored by the musical directors of the secondary schools.

CONTESTS

A unique professional musical club is located in Bloomsburg, Pennsylvania. "The Baton Club aims to give its members the fundamental principles underlying the art of conducting. Each member has an opportunity to conduct singing groups one or more times during the semester. Exceptional students take charge of the music

1: State Teachers College Bulletin, Vol. IX, #5 Page 29
Flagstaff, Arizona September 1929

in the college Chapel periods occasionally." [1]

KEENE NEW HAMPSHIRE

At the Keene Normal School, Keene, New Hampshire, the intramural activity in music is well carried out. This school has a course for the training of music teachers. The activity centers more or less around this group of thirty students. There are two choirs, the Freshman Choir, and the Senior Choir. These organizations are composed of anybody in the school who is interested, freshmen joining their group and all upperclassmen in the Senior organization. Both groups are trained by members of the music students giving these people valuable training in leading music, and at the same time developing a love of music by the participants.

CHAPEL

These choirs sing at chapel and other occasions, making special efforts at Christmas and Easter. The men's glee club is similarly conducted. The Orpheus Club is composed partially of students in the music course. Members of this club conduct the music at chapel. The club also has subsidiary organizations and gives many entertainments at club meetings in the city and nearby towns. The school also supports a freshmen and senior orchestra which are conducted by the Orpheus Club members.

1: State Teachers College Bulletin, 1929 Page 52
Bloomsbury, Pennsylvania

THE ORPHEUS CLUB PROGRAM
1929 - 1930
KEENE NORMAL SCHOOL, KEENE, NEW HAMPSHIRE

October 31	Initiation of New members Musical Program Social Hour	
November 3	The Three B's Chairman: Lucille Thompson	
December 9	Modern Music Chairman: A. Willis Smith	
December 16	Christmas Party Social Committee	
January 6	Lecture: Music and Literature	Mr. Preston
	Chairman: Officers	
January 20	Folk Music Chairman: Theresa Vercauteren	
February 3	Surprise Meeting Committee: Three members	
February 17	At Home - 51 Appian Way	Miss Isabel M. Blake
	Committee: Four members	
March 3	Opera Night Committee: Four members	
March 17	Lecture	Mr. Simmons
	Committee: Three members	
April 7	Annual Concert Committee: Officers	
May 5	Visit to the McDowell Colony Committee: Four members	
May 19	Open Meeting Chairman: Durwood Owen	
June 2	Banquet Committee: Four members	

Membership in this orchestra is composed of those who can play, or would like to play some instrument. The school owns several instruments which are loaned to students. The aim is not only to use ability already developed, but to encourage music among the student body. The dance orchestra is also a useful group that play at the Saturday night socials. These activities are all under the supervision of the Music Department, but as much as possible of the directing is done by the pupils. The good results of this attempt at student activity can readily be seen throughout the state by the work of the Keene graduates. The yearly program of the Orpheus meetings may be seen on the preceeding page.

There are other schools doing a fine piece of work with the right aim. "We have many varied and enjoyable musical activities at our Normal School. Regular courses in music are given with some individual practice training during the senior year. Music is on the program at every chapel period, usually the whole school participating, with occasional compositions played on the victrola for musical appreciation. The Glee Club, composed of nearly all the students, meets once a week. We presented several numbers in the program of "Normal School Night" recently. Last

GOOD AIM

year we had a toy orchestra which furnished valuable training in time and rhythm and lots of fun. We also have a real school orchestra developed the latter part of the year, and directed by the principal. There were five violins, a trumpet, saxaphone, flute, clarinet, and the piano. None of us were at all familiar with our instruments, so we had to begin at the very beginning." [1] (Jennie Dodge, '29) Vermont cannot but be greatly benefited by such spirit and effort.

The training of the few is not the aim of the school. "The Glee Clubs are organized to accomplish three purposes: to learn the use of the voice correctly, to become familiar with beautiful and interesting part songs, and to provide music for special occasions. Students who have good voices and fair ability to read music may become members of the Girls' and Men's Glee Clubs." [2]

THREE AIMS

The New England Normal Schools are a little tardy in some fields of extra curricula activities, but in the music field the efforts are more of the desirable type. "Choral Club. At the rehearsals choral works of standard

CHRISTMAS

1: Johnson Normal School Catalogue, 1929-1930 Page 28
Johnson, Vermont
2: State Teachers College Bulletin, 1928 Page 27
Mankato, Minnesota.

merit are sung, and programs for Christmas time and for a concert in May are prepared. An interesting feature of the Christmas season is 'Going a caroling', in the good old English style. The girls divide into groups and sing carols outside the hospital, Town Farm, Card Home for the Aged, and the homes of the faculty. Other activities, such as twilight singing and class singing add to those things that are worthwhile and enjoyable. The most important musical event of the year is the annual concert, toward which all of the other activities are directed." [1]

BEST TALENT USED

A Wisconsin school attempts to train as well as use the best of its talent. "Two orchestras are maintained: a beginners orchestra for those who are learning to play, and an advanced orchestra for students who have had previous experience, or who play sufficiently well." [2]

STUDENT DIRECTING

The ability to direct music by students is very valuable practice. A Pennsylvania school does this in an unusual way. "Each literary society maintains a glee club under student direction, but supervised by the director of music." [3]

1: State Normal School Catalogue 1930 Page 31
Willimantic, Connecticut
2: State Teachers College Bulletin 1929 Page 9
Platteville, Wisconsin
3: State Teachers College Bulletin 1929 Page 50
Shippensburg, Pennsylvania

APPRECIATION

Appreciation of music is the aim of the Music Association of a New York Teachers College. "The purpose of the Music Association is to foster an appreciative interest in good music among the student body of the State College. Any student who is willing to show his interest in music by regularly attending and taking part in the Music Club meetings, can become a member. The Music Council is composed of five members of the Association and two faculty members. The Association assumes the responsibility of bringing before the students artists famous in the world of music." [1]

MISSISSIPPI

New England ideals of music are not monopolized by that section. A Mississippi school says, "Music Club. Perhaps no subject taught touches life more intimately and effectively than does music. It is used for the satisfaction of the individual and for the edification of the masses; it is used in the home, in the school, and in public assemblies. Not only does music have cultural value, but it has a powerful influence in determining attitudes and appreciation in life. It is a unifying and co-ordinating influence in school and organized society. Since public school music requires no expensive instruments or equipment, it can

1: Register of New York State College for Teachers, 1923
Albany, New York Vol. XVII, #1 Page 61

be easily provided. This club has a chorus and is developing an orchestra. It endeavors to acquaint its members with good music, and through them carry music to the children of the public schools of the state." [1]

1: Bulletin, Delta State Teachers College, May 1929
Cleveland, Mississippi Vol. V, #3 Page 23

SUMMARY OF MUSIC.

Music is a cultural subject. Its greatest value is in its asthetic worth, to the human race. Music is an appeal to the emotions. To get the greatest value from music one must understand rhythm, and melody, and develop an appreciative attitude. This is the hope of public school music and it is rapidly gaining its objective. The normal schools have courses in public school music required of all those who expect to teach in the elementary grades. Many normal schools have courses to train music supervisors. These courses are professional and leave little for the intramural activities to accomplish in a professional way.

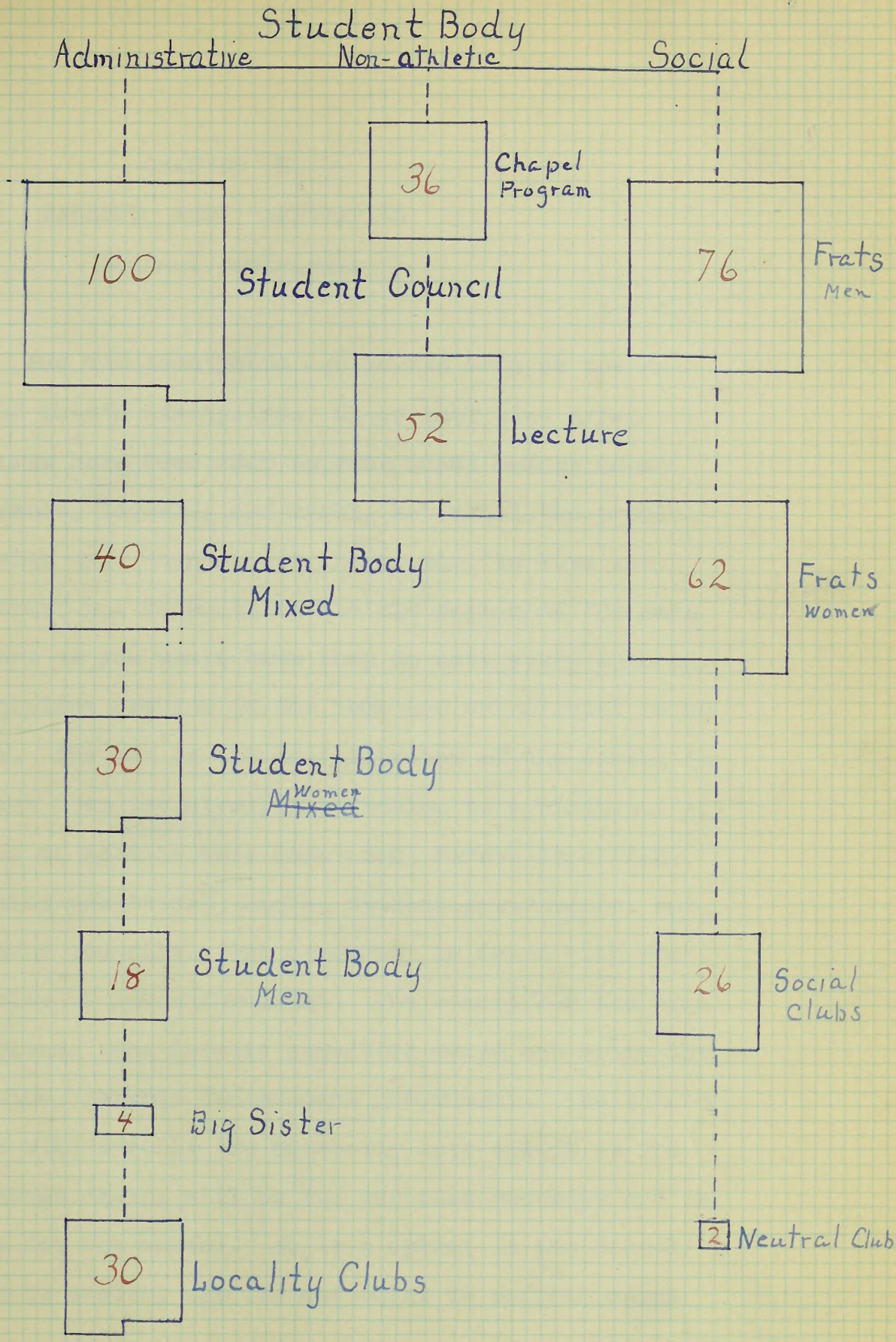
The administrator uses the music organizations to advertise the school. Normal Schools exist to train teachers. When the public judges these schools by the work of the orchestra, glee club, chorus, debating societies, and dramatics, it loses sight of the real aim of the school and the best work which it is doing. The public sees the frills but not the real core of the institution. The band is used to instill pep into the students at athletic contests. A band has far greater

value than this and is little justified by this one activity. One school says that the band gives dignity to these contests, and to the writer that is well worth while, and the band players should feel that this is their greatest contribution.

Many schools uses their best talent only and train it up to perfection. This is nice for the few, good for advertising, and indirectly, if many recitals are given before the school, will develop an appreciative attitude toward music in the student body. However, to get a love for music one must participate. Fortunately many normal schools are attempting to give a large number the opportunity not only to play, but to learn to play. Both beginners and trained groups should be developed. The beginning groups give an opportunity for the future music supervising students to get some valuable practice in leading. Some schools give this group a chance for professional work in chapel, chorus activity, and in orchestral groups.

The normal schools are doing their best work in developing musical ability, by encouraging beginners,

developing musical appreciation, and giving professional training to the music supervising students. If the Normal Schools would develop music for music's sake alone, and pass this spirit on to the elementary and secondary schools, it would be contributing one of the greatest moral and cultural forces to the general public that the world has ever experienced.



Red figures = number of clubs in Normal Schools and Teachers Colleges in U.S.

Squares = relative importance as to numbers

CHAPTER X.

STUDENT BODY ACTIVITIES

Student Government

HISTORY

Two thousand years ago Christ told us how we could obtain discipline. Since that time great efforts have been made to make human beings more sociable, livable, and moral, but still the problem is with us. When we get the people "to love one another" and to practice the old saying of "Do unto others as you would have them do unto you", then our discipline problem in the home and school will be no more. The aim of the administrator of the school is to cut down the discipline problem to a minimum. All kinds of schemes have been used, force, expulsion, faculty committees, deans, student governments, and student councils. Our democracy is faced with the problem of law enforcement. The school has the same problems. The faculty committee could not solve the problem, neither can student government. The scheme that will instill the brotherly love spirit to the greatest degree will be the one that succeeds and is best for the school. It is a spirit in the school that is needed, not the mechanics to enforce rules

and regulations.

One of the greatest problems a future teacher has is discipline. A training school or the class room lecture cannot teach discipline. It is something that everybody must work out for themselves. Some teachers get it through fear and some by a spirit in the school. Self-government should help a student to feel the problem and to develop the spirit. If the student holds the key to the discipline situation then she too may pass it on to her own school and in turn the children to civil life. Student-government develops leadership and responsibility. It is one of our best intramural activities for a general development of both leaders and the great body of students.

DISCIPLINE PROBLEM

Back in 1910 student-government of the city government type was very popular. It spread across the country and could be found in many high schools, rural schools, and even down to the sixth grade in grammar school. The writer came into contact with this type of government in the sixth grade of a grammar school in a small town in central Maine. All went well until one policeman, with a little too much officiousness, arrested the teacher for

CITY TYPE

breaking one of the regulations. The student participation in government did not last long. All over the country this type of program disappeared as rapidly as it rose. However, several normal schools still maintain it, with more or less success. This type being the oldest will be taken up first. Naturally the older schools are the ones who still maintain it in one form or another.

PLYMOUTH TYPE

Among the eight constitutions and by-laws that the writer was able to obtain, the Plymouth Normal School, Plymouth, New Hampshire, brought out the state type very clearly and is published here, in full. All others are similar or modified forms of this same type.

C O N S T I T U T I O N

A N D

L A W S

of the

P L Y M O U T H

N O R M A L S C H O O L S T A T E

PLYMOUTH, NEW HAMPSHIRE

1927

CONSERVATION

AND

FARE

of the

PARKWAY

GENERAL PARKWAY SYSTEM

PLAINFIELD, NEW JERSEY

1924

CONSTITUTION
OF THE
PLYMOUTH NORMAL SCHOOL STATE

PREAMBLE

We, the students of the State Normal School, Plymouth, New Hampshire, grateful to Almighty God for the blessings of freedom, and accepting the divine injunction to do unto others as we would they should do unto us, and also having been empowered by the president and faculty of said school to establish a school state, do ordain this constitution.

ARTICLE I

Name, Territory, Citizens, Rights and Duties

Section 1. The name of this commonwealth shall be, The Plymouth Normal School State.

Section 2. The territory comprising this state shall be the school buildings, including all halls and rooms therein and the grounds belonging to the school.

Section 3. Every student of the aforesaid school at the time of the adoption of this constitution, and every person entering said school as a student thereafter, shall be entitled to the rights of citizenship. Those who have been in school less than one school year shall constitute B county. All other students shall constitute A county.

Section 4. The privilege of self-government carries with it certain rights, inalienable within the jurisdiction of the state.

Section 5. These rights are as follows: To share in the making and execution of the laws; to elect and be elected into office; to obtain right and justice freely, completely, promptly, and conformably to the laws; and if held to answer for a misdemeanor, to be exempt from furnishing evidence against oneself, to be defended by an attorney and to be tried by the judgment of one's peers and the law of the state.

Section 6. It shall be the duty of every citizen to vote upon every public question when opportunity affords; to obey the laws of the state and assist others to obey them; to aid in enforcing the laws; and by every reasonable means to promote the dignity and honor of the state.

ARTICLE II

The Legislature

Section 1. The law-making power within this state shall be vested in the house of representatives. The house shall assemble semiannually on the first Tuesday after election, and at such other times as may be judged necessary; shall dissolve three days next preceding the assembly of the new legislature; and shall be styled the General Court of the Plymouth Normal School State.

Section 2. The house of representatives may decide on a regular time for meeting or a meeting may be called at any time by the governor or by the speaker of the house or on petition of ten or more members of the legislature.

Section 3. The doors of the galleries of the house of the legislature shall be kept open to all persons who behave decently, except when the welfare of the state, in the opinion of the house, shall require secrecy.

Section 4. There shall be, in the legislature of the state, a representation of the people, which shall consist of members elected one from every five citizens of such number as may be determined by previous legislature of the A and B counties and shall hold office for one semester.

Section 5. Every member of the house of representatives shall be chosen by ballot and plurality vote, and shall be at the time of his election an inhabitant of the county he may be chosen to represent. He shall cease to represent such county immediately upon his ceasing to be qualified as aforesaid.

Section 6. All intermediate vacancies in the house of representatives shall be filled up from time to time in the same manner as the general elections are made.

Section 7. A majority of the members of the house of representatives shall be a quorum for doing business, but, when less than two-thirds of the representatives elected shall be present, the assent of two-thirds of those members present shall be necessary to render their acts and proceedings valid.

Section 8. The house of representatives shall choose its speaker, appoint its officers, and settle its rules of proceedings, and shall be the judge of the elections, returns and qualifications of its members, as pointed out in this constitution. It shall have authority to punish every person who shall be guilty of disrespect to the house, in its presence, by any disorderly or contemptuous behavior.

Section 9. Upon motion made by any one member, the yeas and nays upon any question shall be entered on the journal.

ARTICLE III.

The Executive

Section 1. There shall be a supreme executive magistrate,

ARTICLE III - Continued

Section 1. - Continued

who shall be styled Governor of the Plymouth Normal School State and whose title shall be His, or Her, Excellency.

Section 2. The governor shall be nominated semi-annually on the fourth Wednesday of the first or fall semester and on the second Wednesday of the second semester by votes of the primary, and the votes for governor shall be received, sorted, counted, certified, and returned in the same manner as the votes for members of the house, and the secretary of state shall lay the same before the house of representatives on the Friday succeeding the election. If no person shall have a majority of votes, the house of representatives shall elect one of the two persons having the highest number of votes who shall be declared governor. No person shall be eligible to this office unless at the time of his election he shall have been a citizen of this state for two semesters, or one school year.

Section 3. Every bill which shall have passed the general court, before it becomes a law shall be presented to the governor. If he approves he shall sign it; but if not, he shall return it, with his objections, to the house, which shall enter the objections upon its journal, and proceed to reconsider it. If, after such reconsideration, two-thirds of that house shall agree to pass the bill it shall become a law, but in all such cases, the votes of the house shall be determined by yeas and nays; and the names of the persons voting for or against the bill shall be entered on the journal of the house. If any bill shall not be returned by the governor within five days, Sundays excepted, after it shall have been presented to him, the same shall be a law in like manner as if he had signed it, unless the legislature, by its adjournment, prevent its return, in which case it shall not be law. The constitutionality of every law shall be passed upon by the supreme court before it shall become operative.

Section 4. All judicial officers and the attorney-general shall be nominated and appointed by the governor and council, and every such nomination shall be made at least three days prior to such appointment; and no appointment shall take place unless

ARTICLE III - Continued

Section 4. - Continued

a majority of the governor and council shall agree thereof.

Section 5. The governor and council shall have a negative on each other, both in the nominations and appointments. Every nomination and appointment shall be signed by the governor or council who made the same.

Section 6. Whenever the chair of the governor shall become vacant, by reason of his death, absence from the state, or otherwise, the speaker of the house shall, during such vacancy, have and exercise all powers and authorities which by this constitution the governor is bested with when personally present; but, when the speaker of the house shall exercise the office of governor, he shall not hold his office in the house of representatives. Whenever the chair, both of the governor and the speaker of the house shall become vacant, by reason of their death, absence from the state, or otherwise, the senior high sheriff shall, during such vacancies, have and exercise all the powers and authorities which by this constitution the governor is vested with when personally present.

Section 7. The power of pardoning offenses, except such as persons may be convicted of before the governor by impeachment of the house, shall be in the governor, by and with the advice of the council; but no charter of pardon granted by the governor with advice of council before conviction shall avail the party pleading the same, notwithstanding any general or particular expressions contained therein descriptive of the offense or offenses intended to be pardoned.

Section 8. There shall be a council semi-annually elected by ballot, for advising the governor in the executive part of the government, The inhabitants in each county shall vote for one councilor, which votes shall be received, sorted, counted, and returned to the secretary's office, to be

ARTICLE III - Continued

Section 8. - Continued

by the secretary laid before the house of representatives.

Section 9. The person having a majority of votes in any district shall be considered duly elected a councilor; but if no person shall have a majority of votes in any county, the house of representatives shall take the names of the two persons who have the highest number of votes in such county and not elected, and out of those two shall elect the councilor for such county. The qualifications for councilor shall be the same as for representative. If any person thus chosen a councilor shall be elected governor or member of the legislature, and shall accept the trust, or in case of death, resignation, or removal of any councilor out of the state, the governor may call a special election of a new councilor in that county where such vacancy happens; and the choice shall be in the same manner as before direction. The governor shall have full power and authority to convene the council from time to time, at his discretion; and with them, or the majotiry of them, may and shall from time to time hold a council for ordering and directing the affairs of this state, according to the laws of the state.

Section 10. The members of the council may be impeached by the house and tried in court for bribery, corruption, malpractice or maladministration.

Section 11. The resolutions and advice of the council shall be recorded by the secretary of state in a register, and signed by all members present agreeing thereto; and this record may be called for at any time by the legislature; and any member of the council may enter his opinion contrary to the resolutions of the majotiry, with the reason for such opinion.

Section 12. Whereas the elections appointed to be made by this constitution on the third Tuesday of the school term semi-annually by the legislature may not be completed on that day, the said elections may be continued from day to day until

ARTICLE III - Continued

Section 12. - Continued

the same be completed. The order of election shall be as follows: The governor shall be elected provided there be no choice of him by the people; and afterwards the house shall proceed to fill the vacancies, if there be any, in the council.

Section 13. The secretary of state shall be chosen by ballot of the representatives.

Section 14. The records of the state shall be kept in the office of the secretary; and he shall attend the governor and council, also the representatives, in person or by deputy as they may require.

Section 15. The secretary of state shall at all times have a deputy to be by him appointed, for whose conduct in the office he shall be responsible. In case of the death, removal or inability of the secretary, his deputy shall exercise all the duties of the office of secretary of this state until another shall be appointed.

Section 16. There shall be a solicitor and a sheriff elected semi-annually by the inhabitants of each county. The sheriff of A county shall be the high sheriff of the state.

Section 17. The superintendent of public works shall be appointed by the governor, by and with the advice and consent of the council. He shall have charge of all public works, including Library, Livermore Hall, corridors, cloak room, and such other duties as shall be specified from time to time by the governor and council. He may appoint not more than six assistants, one of whom shall be his deputy. In the absence of the superintendent of public works the deputy shall perform his duties. These assistants shall be from the several classes of the state. The term of office of the superintendent of the public works shall be one school term, or until his successor is appointed.

Section 18. The legislature may create other departments whenever in their opinion such departments are necessary for the public thrift.

ARTICLE IV.

The Courts

Section 1. The supreme court shall consist of the faculty of the school, the president being chief judge. The supreme court shall have original jurisdiction over such cases as the president of the school shall deem wise not to divulge to the public, and appellate jurisdiction over all other cases.

Section 2. There shall be a superior court consisting of a chief justice and four associate justices appointed by the governor with the consent of the council. This court shall have original jurisdiction in the trial of all cases, not otherwise provided for, originating under the laws and constitution of the Plymouth Normal School State.

Section 3. The tenure that all appointed officers shall have by law in their offices shall be expressed in their respective commissions. All judicial officers, duly appointed, commissioned and pledged, shall hold their offices during good behavior, excepting provision made in this constitution; provided, nevertheless, the governor with consent of council may remove them upon address of the legislature.

Section 4. The legislature, as well as the governor and council, shall have authority to require the opinions of the justices of the superior court upon important questions of law and upon solemn occasions.

Section 5. No judge of any court shall act as attorney or be of counsel to any party in matters which shall come or be brought before him as justice.

ARTICLE V.

Section 1. Any person, governor, councilor, representative, or civil officer, accepting the trust shall, before he proceeds to execute the duties of his office, make and subscribe the following declarations, viz.: I, _____, do

ARTICLE V. - Continued

Section 1. - Continued

solemnly promise, on my honor, that I will bear faith and true allegiance to Plymouth Normal School State, and will support the constitution thereof. I, _____ do solemnly promise, on my honor, that I will faithfully and impartially perform all the duties incumbent on me as _____, agreeably to the rules and regulations of this constitution, and the laws of Plymouth Normal School State.

Any person having taken and subscribed the pledge of allegiance, and the same being filed in the secretary of state's office, he shall not be obliged to take said pledge again.

Section 2. The affirmations shall be taken and subscribed by the governor, before the chief justice of the superior court in the presence of the legislature of citizens, or of the house of representatives.

Section 3. All commissions shall be in the name of the Plymouth Normal School State, signed by the governor, and attested by the secretary of state, or his deputy, and shall have the great seal of the state affixed thereto.

Section 4. All writs issuing out of the clerk's office, in any of the courts of law, shall be in the name of Plymouth Normal School State, under the seal of the court whence they issue, and bear teste of a justice of the court; but when said justice shall be interested, then the writ shall bear teste of some other justice of the court to which the same shall be returnable, and shall be signed by the clerk of such court.

Section 5. All indictments, presentments, and informations shall conclude "against the peace and dignity of the state."

Section 6. Nothing in this constitution shall be construed as preventing the operation of customary school management in cases not covered by specific and approved legislation.

Section 7. The enacting style in making and passing acts, statutes, and laws shall be, _____ "Be it enacted by the house of representatives in the general court convened."

ARTICLE V. - Continued

Section 8. No person shall be capable of holding at the same time more than two offices which may be held by appointment of the governor, or by governor and council, or house of representatives, or superior or inferior courts. Unless otherwise specified, all elected and appointed officers shall hold their office for one school term or until their successors are elected or appointed.

Section 9. No person holding the office of judge of any court (except special judges.) secretary of state, or attorney-general, shall at the same time hold the office of governor, or have a seat in the house of representatives or council; but his being chosen and appointed to and accepting the same shall operate as a resignation of his seat in the chair of the house of representatives, or council, and the place so vacated shall be filled. No member of the council shall have a seat in the house of representatives.

Section 10. No person shall ever be admitted to hold a seat in the legislature, or any office of trust or importance under this government, who in the due course of law has been convicted of bribery or corruption in obtaining an election or appointment.

Section 11. To the end that there may be no failure of justice or danger to the state by the alterations and amendments made in the constitution, the general court is hereby fully authorized and directed to fix the time when the alterations and amendments shall take effect, and make the necessary arrangements accordingly.

Section 12. Any proposed amendment to this constitution shall first be approved by the president of the school, then submitted to the legislature; and if a majority of the house agree to pass it, it shall then be submitted to a vote of the people at the next general election, or at a special election called therefor. If a majority vote in favor of it, it shall then become an amendment to this constitution. A convention for the purpose of revising this constitution may be called at any time in a manner to be prescribed by the legislature

P L Y M O U T H

Normal School State

In the Year of Our Lord

One Thousand Nine Hundred Twenty-Seven

AN ACT

To review, codify, and amend the laws

of the state

The citizens of the Plymouth Normal School State represented in the house of representatives do enact as follows:

PUBLIC STATUTES

of the

PLYMOUTH

NORMAL SCHOOL STATE

CHAPTER I

STATUTES

Section 1. This act shall be designated as the Public Statutes.

Section 2. The public acts and joint resolutions of each session of the legislature shall be arranged under their appropriate classification in the order of approval, and numbered consecutively from number one, each as a chapter.

Section 3. Reference to an act or statute shall be made by stating the chapter and section of the Public Statutes, if contained therein, otherwise by stating its title and the chapter of the session laws of General Court by which it was passed.

Section 4. The repeal of an act shall not revive any other act that has been repealed.

Section 5. In the construction of all statutes, words importing the masculine gender may extend and be implied to females.

Section 6. Copies of chapters of Public Statutes shall be posted by the superintendent of public works as follows:

Chapter III. At each election-booth whenever elections are being held.

Chapter V. In the library.

Chapter VI. In all dormitories.

Chapter VII. In Livermore Hall and in the dressing-room.

CHAPTER II.

Proceedings in the Legislature

Section 1. The clerk of the house of representatives shall keep a true and fair record of all proceedings of the house.

Section 2. In case of vacancy in the office of clerk of the house of representatives, or of his absence or disability, the assistant clerk shall perform all the duties of the office.

Section 3. The clerk of the house of representatives shall act as clerk of the next succeeding house of representatives and reppectively until clerk thereof is chosen and sworn.

Section 4. The clerk of the house of representatives shall prepare a roll of members elected, for use in its organization, and shall place upon it only the names of those who present certificates of election issued in conformity to law.

Section 5. All bills and resolutions which shall have passed the legislature, shall, under the direction of the committee on engrossed bills, be typewritten upon larger paper, with a margin of not less than an inch on each side.

Section 6. The secretary of state shall present to the governor for his approval each bill requiring such approval, after it has been engrossed and signed by the speaker of the house and in his presence shall make a certificate of the day and hour of so doing. The bill signed by the governor shall be kept on file and in the custody of the secretary of state.

Section 7. The supreme court shall report by message to the house any action taken regarding the constitutionality of a bill or resolution; and if the court declares any bill or resolution unconstitutional, said message shall state reason for such decision.

Section 8. A committee on engrossed bills appointed by the speaker of the house shall direct the engrossing of the bills under Section 5; and then shall deliver such engrossed bills to the secretary of state.

CHAPTER II. - Continued

Section 9. A committee of three to meet the faculty shall be appointed by each speaker of the house to serve for one semester. Their duties shall be to confer with the faculty on matters pertaining to self-government.

Section 10. Customary parliamentary procedure shall govern decorum and debate with Roberts' Rule of Order as final authority.

Section 11. (Committees and their duties). The judiciary committee shall inspect all bills and make such amendments as it deems necessary.

The committee on revision of laws shall from time to time examine the constitution and public statutes and suggest any changed which may to them seem advisable.

The committee on rules shall consider any bills on rules and make suggestions for new rules.

Section 12. (Introduction and passage of bills). A bill may be introduced at any meeting by any member or committee upon asking permission to introduce the same.

Each bill shall have three several readings by the clerk previous to its passing: the first time fully for information, the second and third times by title only. After a bill had been given a first reading, the house may call for an immediate second reading or may defer it. After its second reading it may be referred by the speaker to an appropriate committee unless otherwise ordered by the house. All debate, discussion or amendment shall take place only when the bill is on its second reading.

If the house is not ready for debate, adjournment may take place on the second reading.

An adjournment must intervene between the first and third readings.

A bill having passed the third reading may by vote be put back on its second reading for the purpose of discussion or amendment.

Any or all of these rules may be suspended by a two-thirds vote of the house.

CHAPTER II. - Continued

Section 13. The following shall be the order of business in the house:

1. Roll-call.
2. Reading of minutes.
3. Approving the minutes.
4. Reports of committees.
5. Unfinished business, including special orders.
6. New business.

Section 14. Session rules. These rules for procedure in the house shall be operative without formal adoption in all subsequent legislatures. Nothing in them, however, shall be construed to prevent such amendment or substitution of session rules as any incoming house may desire, such amendments or session rules to become void with the dissolution of the body making them.

CHAPTER III.

Elections

Section 1. The provisions of this chapter shall apply to all elections held for state officers. The elections shall be held in Livermore Hall.

Section 2. The regular semi-annual elections shall be held on the fourth Thursday of the first or fall semester; and on the second Thursday of the second or spring semester. In the fourth week of the spring semester and in the second week of the second semester upon due notice of the several class presidents caucuses shall be held on Tuesday for the purpose of nominating candidates for the offices of representatives, councilor, sheriff and solicitor; on Wednesday names of candidates shall be reported by the clerks of the caucuses to the secretary of state who shall place such names on the ballots to be used at the general election. Each ballot shall contain the names of all candidates, counties for which they are nominated, and the offices for which they are candidates. The governor shall be nominated semi-annually on Wednesday by vote of the primary.

Section 3. Any citizen shall be considered a candidate for any office, and his name shall be placed on the official ballot by the secretary of state, upon presentation of nomination papers signed by twenty percent of the citizens qualified to vote for the office for which he is nominated, or any person may write upon the ballot the name of anyone he wishes to vote for.

Section 4. In case a candidate who has been duly nominated shall die or become ineligible before the day of election, the vacancy shall be filled as in the original nomination. The name so supplied for the vacancy shall be placed on the ballot instead of that of the original nominee, if the ballots have not been printed. If the ballots have been printed, new ballots shall be furnished whenever practicable. Whenever this is not practicable, the name of the first nominee shall be crossed out and that of the new nominee inserted in its place by the secretary of state.

CHAPTER III. - Continued

Section 5. The secretary of state shall give notice of and have charge of all elections; shall make a checklist for each election district, containing the names of all citizens qualified to vote; shall appoint eight ballot clerks, four for each county. All voting shall be by the Australian ballot system.

Section 6. The secretary of state shall keep a record of all votes cast; he shall also issue certificates of election to successful candidates except in cases for which provision shall have otherwise been made by the constitution. A plurality of votes shall elect, unless otherwise distinctly provided for.

Section 7. Any violation of the election laws shall be considered a misdemeanor, punishable at the discretion of the superior court.

Section 8. Any citizen found guilty of bribery, or the attempt to bribe, shall be punished by being deprived of the right to vote for a time not less than one school term or more than one school year.

Section 9. Any citizen elected to two offices shall be considered elected to the higher office.

CHAPTER IV

The Courts

Section 1. The superior court shall consist of a chief justice and four associate justices, appointed and commissioned as prescribed by the constitution.

Section 2. The superior court shall have original jurisdiction over all cases not otherwise provided for, and appellate jurisdiction over all cases arising with its original jurisdiction.

Section 3. A session of the superior court shall be held by the order of the chief justice.

Section 4. The justices shall require that records be made of all proceedings under their jurisdiction, and shall deliver the same to their successors.

Section 5. There shall be a solicitor for each county, elected semi-annually by the inhabitants of the county. If there is a vacancy in the office, or the solicitor is absent at any term of court, or unable to discharge the duties of the office, the attorney-general shall appoint a solicitor for the time being. The solicitor of each county shall be under the direction of the attorney-general.

Section 6. The sheriff may appoint as many deputies as he thinks proper, who shall be pledged to the faithful discharge of their duties.

Section 7. Upon the resignation, removal from office, or expiration of the term of office of a sheriff, he shall execute all precepts in his hands, complete all official business previously comitted to him, deliver to his successor all prisoners in his hands.

Section 8. The governor, secretary of state, justice of the superior court, clerks of courts, councilors, solicitors, the attorney-general, and sheriffs shall be exempt from duty as jurors. The names of all other citizens of the state shall be enrolled as a penal from which jurors shall be drawn. The clerk of the superior court shall keep such list corrected and see that it is complete at all times.

Chapter IV. - Continued

Section 9. The names on the list shall be written on similar pieces of paper, which shall be so rolled or folded that the name cannot be seen, and shall be placed in a box which shall be in the custody of the superior court.

Section 10. The grand jury shall be composed of six jurors. A two-thirds vote shall be necessary to indict.

Section 11. No person shall be tried for any offense unless upon an indictment found against him by the grand jury.

Section 12. Criminal proceedings shall be begun by complaint signed and under affirmation, addressed to a justice of the superior court, briefly setting forth the offense charged. The justice shall, upon such complaint, issue a warrant for the arrest of the person accused; and such warrant shall be addressed to the sheriff of the county, or his deputy, who shall serve the warrant upon the offender. But any sheriff or deputy sheriff shall arrest any citizen of any county whom he discovered violating any law of the state; and the justice shall, upon complaint made by the sheriff, issue a warrant for the holding of such prisioners.

Section 13. If just cause appears, the justice shall hold the accused for trial by the superior court, but if the accused plead guilty or nolo contendere the justice may render final judgment and sentence.

Section 14. All matters not provided for in this chapter shall be conducted, as far as possible, in the same manner as is provided for in the New Hampshire State Constitution or Public Statutes.

CHAPTER V.

The Library

Section 1. No citizen of Plymouth Normal School State shall misplace any book or magazine in said library.

Anyone convicted of violating the provisions of this section shall be punished by being reprimanded by the judge of the court before which he is held, for the first offense. For the second offense he shall be reprimanded by the president of the school.

Section 2. No books shall be taken from the library at any time without the express permission of the librarian or an authorized assistant. Anyone convicted of violating the provisions of this section shall be reprimanded by the president of the school.

Section 3. No citizen of Plymouth Normal School State shall make any disturbance in said library at any time. Conversation except of most imperative sort shall be considered a disturbance; all conversation above a whisper or prolonged conversation shall be deemed a disturbance. Any one convicted of violating the provisions of this section shall be punished, for the first offense, by reprimand by the governor; for the second offense, by reprimand by the president of the school.

CHAPTER VI.

Study Hours

Section 1. All students in all dormitories shall observe study hour each evening of the week save Saturday, Sunday, and legal holidays observed by the school, between the hours of 7:30 and 9:30 inclusive.

Section 2. During the time mentioned there shall be no disturbance in the dormitories. Occupants of the different rooms shall be responsible for any disturbance in their rooms and liable to arrest therefor.

Section 3. Any student not wishing to be disturbed at any time during the day may put a sign "Busy" on his door. Other students must respect such sign and not enter such room. Any student who raps on a door which is labelled in this manner is liable to arrest.

Section 4. Quiet hours shall be observed on Sunday between 3 and 5 P. M.

Section 5. Any one found guilty of violating sections 1, 2, 3 of this chapter shall be punished at the discretion of the superior court.

CHAPTER VII.

Public Order

Section 1. In the assembly room known as Livermore Hall, there shall be a reasonable degree of quiet and order throughtout the day. Ordinary conversation may be indulged in at all times when school is not in session. During study periods there is allowed only necessary conversation. Anything in this section in regard to Livermore Hall shall be held to apply to the gallery thereof.

Section 2. In the corridors, vacant recitation rooms, and dressing rooms, no boisterous conversation or conduct shall be maintained, but ordinary conversation may be indulged in at any time. This provision shall not be interpreted as allowing students to congregate or loiter in the halls or on the stairways while school is in session.

Section 3. In the dormitories there shall be no running or walking that produces the same effect as running. There shall be no screaming, shouting, or boisterous conduct of any kind in rooms or corridors at any time. Loud talking from the windows and conspicuous attitude therein or therefrom are specifically forbidden. The corridors of all dormitories shall be free at all times from boisterous conversation or conduct, unless the matrons of said halls are in agreement with noisy plans of the participants. The occupants of individual rooms are to maintain at all times such degree of quiet as shall be consistent with the peace and quiet of all neighbors thereto.

Section 4. The retiring hour for students shall be 10:00 P.M., and all lights shall be out at said time except as provided for by modifications of this law in section 5. There shall be no congregating in the corridows, stairways, or bathrooms after 9:50 P.M., and no visiting another's room; after ten o'clock any student entertaining a visitor shall be liable to arrest and subject to the same penalty as the visitor. Students shall be in their rooms and there shall be no talking across halls after 9:57 P.M. When it is necessary, students may be allowed to go to the bathrooms after 10:15 P. M., but no congregating in boisterous conduct shall be allowed.

Chapter VII. - Continued

Section 5. Whenever a school function or other legitimate cause renders it advisable, the governor with the consent of the matrons of the dormitories may modify the operation of Section 4, in such manner as is agreed by said governor and matrons.

Section 6. Baths shall not be taken before 6:30 A.M., on any morning or from 7:30 to 9:00 P.M. when study hour is observed. On Sunday morning baths shall not be taken before 7:00 A.M. No water shall be drawn in the tubs between 7:30 and 9:00 P.M. when study hour is observed.

Section 7. Except in cases of sickness no person shall enter another person's room before 6:30 A.M. on any morning, and on Sunday mornings no person shall enter another person's room before 7:00 A.M.

Section 8. The governor and sheriffs shallbe permitted to enter any room at any time in the performance of their duties.

Section 9. Three warnings in one niehg or three warnings in three or fewer successive nights shall mean an arrest.

Section 10. Violations of the requirements of this chapter shall be punished at the discretion of the superior court.

CHAPTER VIII.

Public Printing

Section 1. A department of public printing shall be established which shall consist of one person and necessary assistants who shall be appointed by the governor.

Section 2. It shall be the duty of said department to cause to be printed a sufficient number of copies of every bill which is brought before the legislature, so that each member of said legislature shall have a copy furnished him.

Section 3. This department shall cause all other printing to be done which the governor, by and with the consent of the council, may deem necessary.

Section 4. No person shall serve more than one term as public printer.

CHAPTER IX.

Fire Drill

Section 1. Systematic fire drill shall be established in the dormitories to take place once every month.

Section 2. The chief of the fire department shall be appointed by the governor with the advice and consent of the council, for the school year.

Section 3. The chief of the fire department shall appoint assistants.

Section 4. The signal shall be three long rings of the fire gong.

Section 5. Attendance at this drill shall be compulsory. A reasonable degree of quiet must be maintained. Any violator of this law shall be reprimanded by the governor.

Section 6. Any citizen, other than cief of the fire department, is liable to arrest for ringing the fire gong, except in case of fire.

CHAPTER X.

Emergencies

Section 1. When an emergency arises, for which no provision is made in the constitution or laws of the state, the governor and council and the high sheriffs of A and B counties shall act as a committee with the power of making regulations which shall be in force until suitable laws shall be passed by the legislature.

PLYMOUTH SYSTEM

A letter from the Governor of the Plymouth State shows how this works out. "The Governor, with the assistance of her council, appoints several sheriffs, of "cops" as they are called by the students, for each dormitory, whose duty it is to see that rules are observed. These cops are always "on duty", but the detail night duty is divided so that it usually falls upon a single cop once a week.

"COPS"

"Each night on every corridor a cop takes care that study hour is observed and that lights are out at ten o'clock. At intervals she patrols her corridor and disturbing individuals are warned by a knock upon their doors. In each dormitory there is a high sheriff who supervises the others, is responsible for ringing the bells, and to whom all warnings are reported. The term of office is one semester.

DUTIES OF

"When an arrest is made the sheriff making the same reports to the chief justice, who fills out the necessary papers and determines the time of court. A public announcement of court is then made. At the appointed time the

ARRESTS

sheriff appears with the offender before the chief justice and her associates. The warrant is read by the clerk of court who then asks the question, "Guilty or not guilty?". If the girl pleads guilty the judges file out, decide upon the punishment, return to the courtroom and the chief justice pronounces the sentence. If the girl pleads not guilty the procedure of a regular trial including a grand and petit jury, witnesses, and lawyers is carried out a few days later.

"It is customary for the governors to hold monthly consultations with the several high cops, in which particular matters or problems are discussed."

DEAN'S REPORT

This school is turned into a small city. It evidently works well for the Dean of Women told the writer that without it she did not know how she could keep the dormitories quiet and orderly, as they are now. Several students were asked, individually, how they liked it, and they said, "Fine.". Also these students said that a cop who didn't do her duty and report infringements was criticised by the other students. The "squealing" attitude did not enter in the least.

"On the other hand," writes the governor, "last year the

citizens of the senior dormitory drew up a special code of honor which was approved by the President of the school and passed as a bill by the House of Representatives. This code provides for doing away with cops for that particular house and substituting an honor system by which some special privileges are granted to seniors."

The President of this institution says that the scheme works well, but if he was doing it over he would start more of a student council system.

OTHER SYSTEMS

Other systems in normal schools are similar, but leave out the court system and the "cops" are substituted by proctors. The Bridgewater Normal School, Bridgewater, Massachusetts, and the Oregon Normal School, Monmouth, Oregon, are good examples. The Bridgewater idea will be described briefly. It is called the Student Cooperative Association. The officers and duties are the usual ones. In choosing officers the faculty have the privilege of vetoing any name proposed. The object is to "regulate all matters pertaining to the student life of its members which do not fall under the jurisdiction of the faculty; to further in every way the

spirit of unity among the students of the school; to increase their sense of responsibility toward each other; and to be a medium through which the social standards of the school can be made and kept high."

In this school as day students and the dormitory students problem differs, the day students have an organization of their own with separate officers, but cooperated within the parent organization. Two new officers appear, the Head Proctor and Assistant Proctors.

DORMITORY STUDENTS

"The Head Proctor shall have direct supervision of her own floor. She shall report directly to the house president, who, in turn, shall report directly to the Dean." "The Assistant Proctor shall be responsible for general conduct of her floor and be ready to act at the discretion of the Head Proctor."

"The officers of this organization have a few special privileges, not allowed other students. Other duties are to help freshmen the first week, take charge of guests, act as hospitality committee for conferences, conventions, and to act as proctors for examinations.

SPECIAL PRIVILEGES

"The Association makes the rule governing study hours, quiet hours, fire drills, class attendance, student entertainments, Sunday observance, guests, illness, care of

HOURS REGULATION

rooms, and smoking."

In the above system the students have charge of their own activities, but the faculty is held responsible for discipline and the passing on punishment. This is as it should be. Responsibility must be given to make responsible teachers, but too much responsibility in young hands has its dangers. The reports are that this system at Bridgewater is very successful.

FACULTY RESPONSIBILITY

The Oregon system varies somewhat. This organization has more control over athletics. It chooses the cheer leaders, song leaders, investigates eligibility. The student council is given power to "have general supervision of all the affairs, properties, and activities of the Association, shall award letters, disburse funds, regulate admission fees, approve schedules, appoint salaried officials, (graduate manager), and, adopt budget for following year. The council also has charge of athletics, stage properties, publications, debating, oratorical endeavors, social activities, award prizes, letters and sweaters, chooses managers of athletic contests, and manager of the book store."

OREGON SYSTEM

A letter from a member of the council tells how this

scheme is working. "President Landers handed your letter of inquiry regarding our student organizations to the student council, and I have been appointed to write you an answer.

STUDENT BODY ATTITUDE

"The attitude of the student body toward the members of the council is very cooperative. Everything that the council proposes the students have seemed ready to accept as best for the school. Not long ago we asked for the cooperation of the student body in taking care of the bulletin boards. Since this movement has been sponsored much time has been saved and we have bulletin boards showing careful organization.

"When it was suggested by the council that representatives be sent to the convention of the National Students' Federation of America, held at Stanford University early in January, the student body agreed unanimously that these representatives be sent, and seemed very anxious that their school be represented. The delegates not only brought much valuable information to the student body, but it increased their knowledge.

"At present the council is sponsoring the introduction

of a unified form of student government, but we are unable to state now just how successful this will be. Our first experience with this new idea occurred about three weeks ago when it was reported to the council that two men students had been seen intoxicated on the campus. The council, with the consent of the President of the Normal School, took the situation into their hands. They had the boys separately come before the council meeting to verify the truth or falsity of the report concerning their conduct. After the boys had stated their side of the case, the council made the decision and it was given the next day to the boys. We feel that by the students assuming this responsibility, the offenders will realize that student opinion is decidedly against anything that will reflect dishonor upon the school.

"At the last meeting we discussed the advisability of using the honor system in examinations in our school. We have an honor committee which is functioning efficiently at present, but deals with students debts. We feel that it will take some time for this new system to reach its highest possibilities, if it should be adopted, but think that it is an advancement over the present system.

HONOR SYSTEM

"A new normal school has been established in Oregon

and because of this there has been a slight decrease in enrollment which caused a decrease in finances. In order to meet this problem, the Council lessened the amount of money appropriated for many funds including the social fund, but so far we have been able to meet all necessary expenses."

This school has actually thrown more responsibility on the students than either of the other two. With the council stepping into the dangerous field of discipline the problem is even greater. It is an experiment worth watching.

STUDENT COUNCIL TYPE

The President of the Maryland Normal School, Satesbury, Maryland, describes still another type which is very popular throughout the country. "I am very glad to give you further information concerning our student council. The student council is composed of three faculty members, three from the junior class, and three from the senior class. Its existence depends upon the principle of student participation in the control of student activities. The chief aim of the organization is to furnish the opportunity and the means whereby the students and faculty may cooperate in matters pertaining to student activities

and student welfare. The faculty members are elected one each year, for a term of three years. All the student members are elected anew each year in the following manner. Each class proposes six names. The faculty veto two, and then the entire body, both classes, elect three of the four nominated. Should any student, elected to the council, be elected, also, to a major post in some other organization, that student has the privilege of choice, and a new election is held for the post vacated.

POWER

"The Student Council is an advisory body without legislative or executive authority. For example: the principal may request, in writing, the council to investigate any situation, and advise him as to procedure to be followed. He is not bound to follow the recommendations, but actually does so, as a rule. The council recommends the program for meetings of the various organizations, directs the activities of the school store, and in many other ways strengthens the administrative control of the school."

OTHER AIMS

The student government organizations all center around the above four types. Some place emphasis on discipline, others on the social life of the school. An

Idaho association emphasizes the social aim. "This organization has for its object the control and management, as far as feasible, of all the student activities of the school. The general directors are composed of the officers of the association, the activities managers, and the faculty committee on student activities. The more important school activities under the direction of the council are athletics, lecture course, social entertainments, interscholastic contests, athletic and literary, student publications, and religious organizations." [1]

Another school aim is to uphold high ideals in discipline. "As a matter of course, a young man or a young woman who aspires to the important and delicate tack of teaching, is supposed to be inspired by high ideals of self-control and noble character. Since one aim of all true education is to produce self-control and to lead to the largest freedom, we grant to the students the greatest possible degree of liberty consistent with good order and the successful operation of the college. The Faculty-Student Council, in the girls' dormitories, has met with success and approval. In this system the students themselves take on a share of the duties and responsibilities of the disciplinary problems of the College. No student is regarded

1: Albion State Normal School Bulletin, Vol. XVIII, #2
Albion, Idaho April 1929 Page 38

as a suitable member of the College who will not respond to the kind and patient efforts of this system which endeavors to lead her in the right path, to full and well rounded development." [1]

A Texas school head desires help. "No College administrator is wise enough to solve well all the administrative problems which come to him, without competent counsel from those with whom he is associated who are as much interested in the solution of many of his problems as the administrator himself. The best administration is that wherein policies are developed out of the consideration of the greatest possible number of points of view. The administrative authorities of this school seek the counsel of the student body, and in 1920 created for this purpose the Students' Council. This organization has been quite useful in developing common points of view and mutual understandings." [2]

TEXAS

One more example out of many will show how this school turns the discipline over entirely to the students. "The desire of the school to place in the hands of the student

1: West Carolina Teachers College Quarterly, Vol. VI, #1
Cullowhee, North Carolina July 1929 Page 16
2: West Texas State Teachers College Quarterly, No. 49
Canyon, Texas May 1928 Page 42

body itself, in large part, the responsibility for the school spirit and school conduct has resulted in the organization of what is known as the Student Council. This organization is, in a true sense, a self-governing body. It is composed of representatives of the several classes, who, with representatives of the Faculty, make a body before which the larger student affairs of the school are presented for discussion and solution. The Council, in a certain sense, is both a forum for free discussion of student wishes and student problems, and a court for enforcing its decisions.

"The Normal School has thus far been very fortunate in having as the student representatives of this Council men and women of high ideals in student life and almost all the decisions reached by it have been gladly supported by the student body as the organic law of the school in the making of which they themselves had full expression." [1]

GENERAL OPINION

The general opinion is that student government is a success. The students generally like it. It speaks well for democracy and the future teachers. In a school with one aim and a uniform type of student, one can readily see

1: Indiana State Normal Bulletin, Vol. XXI, #8
Terre Haute, Indiana July 1928 Page 32

the possibility for self-discipline that may be developed from this type of control. Students who know that their future start in their profession depends on not only their marks in subject matter, but the standing they hold in the eyes of the faculty, are not hard to control. There are always a few, however, that do not fit into the situation and either must be dropped or disciplined.

The future teachers must learn to rule others and be in turn governed by school boards and the general public. A student who learns this necessity of governing himself by the desires of others is saved from many hard knocks later when in the field. A student who learns that the best means of gaining discipline is through cooperation with the students under him, gains a chance for future success. Student government, however, is not a means to obtain good behavior so much as to develop a spirit. If the spirit of cooperation is manifest in a school and the students develop responsibility, the administrator has little to wrorry about from the great mass of the student body. Normal Schools are not reform schools, but institutions where ideals must be upheld to standards far in excess of most collegiate institutions.

PROFESSIONAL VALUE

Student government associations have professional value. They give an opportunity for some to develop leadership. They train the members in the practice of distributing administrative functions among the group rather than centering them around one person. Discipline makes and breaks many teachers. The strong arm is no longer possible in the schools of today. However, the teacher is responsible for conduct. Blame cannot be put on the basis of student government failing. Student sooperation needs guidance, and leadership, and this must come from a person who has had experience. This experience can be best gained in the training institutions before responsibility falls too heavily on the neophyte in the field.

DANGERS

Professor Speight of Darmouth College, Hanover, New Hampshire, says, "Show me the rules and regulations of a boarding school and I'll tell you whether or not they are developing leadership." Student government of the city form is apt to run to making rules. Our legislatures feel the necessity of passing some new laws every year. School councils are apt to do the same thing. Rules and regulations do not make leaders. It is quite noticeable that in some schools that have no student government there are many "must

nots". A few of the southern schools, and others scattered through the United States, have at least a page of regulations in their catalogs. Some of these rules are obvious and not necessary. Examples: "Students are not allowed to visit home or friends on weekends except for valid reasons approved by the President. Students are not allowed to board outside the dormitories except by special arrangement. Attendance on Sunday School and Church services is expected of all students, except for valid reasons. Young women are required to wear the uniform as prescribed by the college. Students convicted of cheating on examinations will be liable to expulsion. Students are held responsible for the property in their rooms. Daily inspections are made. Everyone must come to all meals promptly. Relatives are not to send boxes of food to students. Visitors are not allowed in the rooms of the students except by permission. This includes relatives and friends, as well as day students. Students are not permitted to leave the campus without a chaperon. The fact that the institution is co-educational makes it necessary to have strict regulations governing the associations between the young men and young women students. Card playing, and other like games, are strictly prohibited. "Dates" or calls from young men will be allowed only with permission of parents." [1]

1: Bulletin of Georgia Normal School, 1930 Pages 38-39
Collegeboro, Georgia

On the other hand the opposite is true. In schools where the student councils are advisory, regulations are at a minimum. At Keene Normal School, Keene, New Hampshire, where there is no student government of any type, we have just two rules - "All students must act at all times so as to bring credit to themselves and to the school.", and "Students must do the right thing for it is the right thing to do." Once in a while students will ask for more specific regulations, but as it is responsibility and training without regulations that this school is after, and on the whole is obtaining in a satisfactory manner, regulations are not needed. Without question, the amount of real responsibility developed by the mass of students is in an inverse proportion to the number of rules and regulations. Responsible citizens need no laws. The failure of government today is in the lack of developing responsibility in the homes, schools, and states.

COUNCILS AND RULES

CHAPTER XI.

Fraternities and Other Social Organizations

The college fraternity has made inroads into the student life of the teachers colleges and some normal schools. Here again these institutions are following the example of the older institutions and not profiting by the errors of others. Normal Schools are fundamentally democratic institutions. A teacher must have the spirit of democracy. Fraternities are noted for their "better than thou" attitude. They are popular among the members, but disliked by the unfortunate outsider.

GROWTH FROM

Fraternities develop a spirit not wholesome to the college. They have to be regulated from the office. Fraternities are working for themselves; the school is secondary. They dislike interference and a hostile attitude is often developed. The average club needs no regulations and is working whole-heartedly for the school. Fraternities divide the school into distinct groups, with a secretive hostility between the groups. Competitions in scholarship, etc., between them are not sportsmanlike. There is an undercurrent of hate.

SPIRIT

Politics in athletics, and even in club activities can generally be traced to the fraternity doorsteps.

LEADERSHIP DIVIDED

Every school has a certain number of leaders. The fraternities obtain as many as possible for their own. The school loses the benefit of some of its best members as their time is spent behind closed doors, working for fraternity interests. Leadership is of course developed, but only a small portion of the school gets the benefit. The leaders themselves do not get the service spirit that would be possible if they were working for the school rather than for themselves and fraternities.

DISCOURAGEMENT OF

Some institutions say nothing about fraternities and, when the question arises, forbid their formation. Some schools are very outspoken against them. "It has always been the policy of the institution to discourage any organization which promotes class antagonism, fosters opposition to constituted authority, or countenances partiasnship of any description. Fraternities, sororities, or secret societies of any kind whatever, are therefore objectionable and will not be countenanced or permitted." [1]

Another example from Wisconsin says, "No other social

1: Bulletin of the Middle Tennessee State Teachers College Murfreesboro, Tennessee June 1929 Page 14

organizations are recognized. Teachers Colleges should be essentially democratic institutions, preparing, as they do, teachers for the public schools of a democratic state. Hence, social fraternities and sororities, which erect social barriers, athwart the even flow of free and all-embracing fellowship, have no place in this institution. What we need is compact unity, a solid front of undivided school spirit which acknowledges no higher social allegiance." [1]

WISCONSIN

In Massachusetts, by a ruling of the State Board, fraternities are not allowed on the campus of any Normal School or Teachers College. Maine and Maryland have a similar ruling.

RULES AGAINST

A few schools take a half-way attitude and do not come out openly against fraternities, but have veiled regulations concerning them. A good example of this type of school, says, "The Normal School encourages the formation of groups with definite objectives growing more or less specifically out of the activities rightfully sponsored by the School, provided such organizations do not detract from or interfere with the splendid democratic

FROWNED UPON

1: Central State Teachers College, Series III, #5
Stevens Point, Wisconsin March 1929 Page 25

spirit which has developed and which the School wishes to strengthen." [1]

Fraternities, however, are not all bad. From the administrative standpoint they help in controlling the students. Fraternities look after, to some degree, the discipline of their members. Often the fraternity may be appealed to for the sake of its own good name. Fraternities look after the scholarship of their members and use the power of group pressure on members who may be neglecting their studies. This type of organization attempts to bring up its standing on the campus by the encouragement of extra-curriculum activities. The President of Washington State Normal School, in Maine, writes, "The five societies which you named are two semi-recent fraternities and three sororities. They are all local societies and similar in type to the college fraternities except that our state regulations require them to be called "Societies". They have all been organized within the past three years and we are finding them very helpful in promoting the extra-curriculum work of the school."

One of the larger schools says, "The school maintains

1: Adams State Normal School Catalogue, Vol. III, #1
Alamosa, Colorado 1929 Page 56

quite a number of societies whose purpose it is to further the social life of the school", followed by the names of ten fraternities and sororities. [1]

AIMS

Another says, "During the winter terms of 1927-1928, the Beta Chapter of the Delta Lambda Sigma Fraternity was organized. The purpose of the organization is to maintain a high standard of scholarship, to promote school spirit, and to cooperate actively with the school in every possible way. The fraternity has a house in which the members may live and enjoy with one another a true feeling of fellowship." [2]

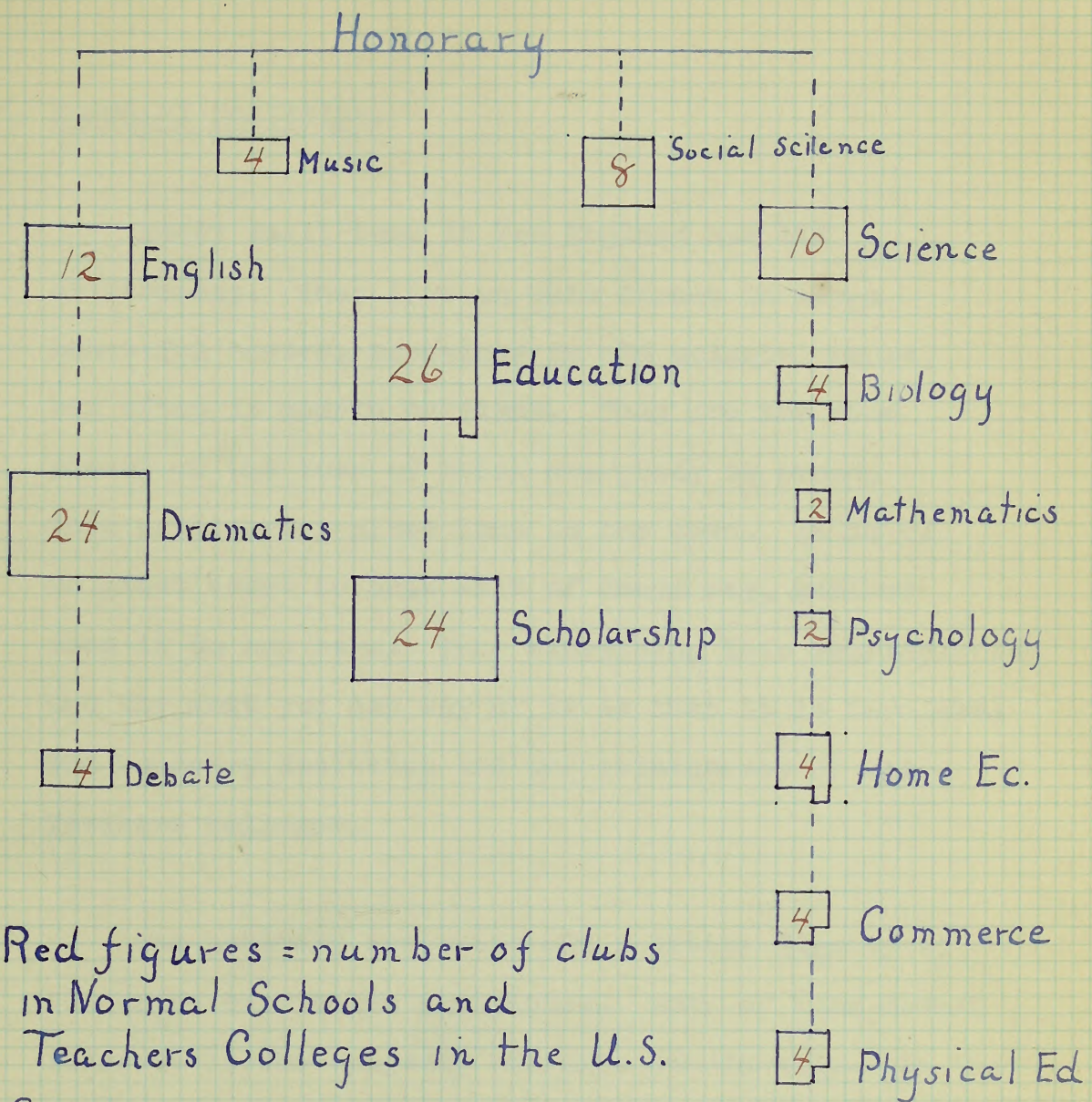
Kent State Teachers College of Kent, Ohio, has a list of three fraternities, one of which is national, and nine sororities, seven of which are national, and a statement to the effect that "Several of these are now petitioning for charters from liberal arts organiz ations and the probability of that they will be successful in their efforts." [3]

The fraternities with their formal dances, parties,

1: State Teachers College Bulletin, Vol. XXII, #3
Terre Haute, Indiana June 1929 Page 38
2: Teachers College Bulletin, #104 April 1929
Charleston, Illinois Page 26
3: Kent State Teachers College Quarterly 1930
Kent, Ohio Page 43

and the life in a fraternity house, do add to the social life of the college for its members. There is a spirit of out-doing their competitors and some of these occasions are quite elaborate affairs. As these social functions are developed by the members of the chapter the social life follows without much help or thought from the administration of the school. This takes a burden from his shoulders. Generally the only worry is one of curbing rather than pushing such activities. The only question is whether or not the breaking up of the student body into small competitive, undemocratic groups is better for the whole student body or not. Many of the larger academic colleges have found it necessary to do away with fraternities. Many of the smaller institutions would like to but cannot. All are using pressure to curb their activities into proper channels. It is encouraging to note the large number of teacher training institutions that forbid fraternities, or have not as yet any on their campus. The general tendency is, however, toward a slow growth in numbers.

SOCIAL SUCCESS



Red figures = number of clubs in Normal Schools and Teachers Colleges in the U.S.

Squares = relative importance in relation to numbers

HONORARY SOCIETIES.

Every small town in New England has its aristocracy. They live on Main Street in large beautiful houses, sometimes in old colonial homes, but often in modern mansions. They are the show places of the town of which everybody is proud. This aristocracy gives tone to the town. It is of no great asset to this unit of democracy, neither does it do any harm. Take everything into consideration and the most you can say of it is that it is harmless. The Honorary Societies are the aristocracy of the Teachers Colleges.

DIGNITY

The honorary societies add a little dignity to the extra-curriculum activities. Most of them demand interest in the subject, but also scholarship. In the academic college financial standing often gives a person prestige, but in the normal school it is intelligence. To belong to an honorary society is an honor. It gives you a standing for it means that you have been picked out for your scholastic standing. It brings you a little closer to the faculty who play an important part in the program. It pleases the folks at home. The administrators

like to put the names of these organizations in their catalog. President Hopkins of Dartmouth College, of Hanover, New Hampshire, says "aristocracy of brains" are found in these activities.

MEETINGS

The honorary societies meet generally once a month and, as would be expected, the meetings are formal and dignified. Papers are read by initiates and a lecture is given by a faculty member. The officers are always capable and everything goes as it should. Nobody has to worry about these organizations. They hold their heads high and are looked upon with awe by the department clubs. Like the "Judge" on Main Street, they now have their place and keep it.

TWO AND THREE-YEAR NORMAL SCHOOLS

The honorary societies have not entered into the two and three-year normal schools, but are only found in the four-year teachers colleges. This is as would be expected. It would be below their position to associate with institutions that do not give degrees. The normal schools would like them. Only recently a letter was received by the writer from a President of a two-year normal school inquiring about this very matter. The honorary society has been taken from the educational

department of the academic college and pushed way beyond its fondest hopes. Teachers Colleges enjoy advertising that they are interested in culture as well as vocations.

SOCIAL AIM

The honorary societies are social as well as cultural; so is Main Street. New Mexico Teachers College says, "A chapter of Delta Sigma Epsilon, a national educational sorority, was established at the college during the session of 1922-1923. The membership of this sorority is composed of representative women students in the college department who have banded themselves together for social and educational purposes. Kappa Delta, an honorary educational fraternity, was established during the year 1927-1928. Members are advanced students doing a high grade of work and possessing desirable social and moral qualities." [1]

SCHOLARSHIP AIM

A Nebraska Teachers College has six of these fraternities, one each in education, English, biology, commerce, mathematics, and social science. "Kappa Delta Pi is open to both men and women of full junior standing whose scholarship is above average. Candidates must also

1: Bulletin of New Mexico Teachers College, April 1929
Silver City, New Mexico Page 24

show evidence of a continued interest in the field of education. Sigma Tau Delta is a national English fraternity, the purpose of which is to promote the mastery of written expression, encourage worth-while reading, and foster a spirit of fellowship among those specializing in the English language and literature. A major in English, and high scholarship are the requisites, and the members assume the obligation to be productive in order that their scholarship may be effective. Tri Belta, a national biological fraternity includes those of Junior and Senior rank who are of average scholarship and majoring in biology. Pi Omega Pi is a national fraternity for commerce teachers. Its aim is to produce or create interest and scholarship in commerce, and to encourage high ethical standards in business and professional life. Students majoring in commerce and having high scholastic standing are eligible to membership. Pi Gamma Mu is an honorary social science fraternity. The purpose is to inculcate the ideals of scholarship, scientific attitude, method, and social service to all social problems. Alpha Mu Omega, the mathematics fraternity, demands the same high scholarship but does allow students of the two-year course to become members." [1]

1: Peru Bulletin, Peru Teachers College, Vol. XV, #11
Peru, Nebraska July 1929 Page 28

A Pennsylvania school has four of these fraternities all demanding high scholarship. "Kappa Delta Pi is an educative honor fraternity whose purpose is to foster fellowship, scholarship, and achievement in educational work. An average of "B" grade or better is required for membership. Alpha Phi Gamma is a national literary fraternity founded in 1928. Those eligible for membership are the students in charge of the yearbook and school paper. Phi Alpha Zeta and Omega Chi are both athletic fraternities which favor good scholarship and clean athletics." [1]

Onenota Normal School of New York says, "The Sigma Pi Sigma, an honorary society, has for its objective the development of high scholarship and worthwhile endeavor, not only in its membership but also throughout the school. Membership is based upon an average of "B" in any three semesters of work at Oneonta." [2]

AIMS

"Alpha Phi Delta has for its objective "the aim to foster a professional spirit in the field of education.

1: State Teachers College Bulletin, Vol. 35, #5
Indiana, Pennsylvania August 1929 Page 17
2: State Normal School Circular 1929 Page 13
Oneonta, New York

Membership is open to women in the college who can pass the three tests: high scholarship, capacity for leadership as demonstrated by participation in student activity, and superior aptitude for teaching". Kappa Omicron Phi is a home economics honor society. Its purpose is to further the best interest of home economics in four-year colleges and develop women with higher ideals for sane living, with deeper appreciation of the sanctity of the American Home and with broader social and higher intellectual and cultural attainments." [1]

WOMEN'S SOCIETIES

"Kappa Rho Sigma is composed of students who have shown marked excellence in the fields of mathematics and science. Election is by vote of members of the faculties of these departments." [2]

"Pi Kappa Omega was organized as the result of a need felt by faculty and students for an organization in recognition of scholarship, character, and leadership. The society purposes to contribute by definite forms of service to the intellectual and social life of the college. The standards for admission are high

1: Bulletin, State Teachers College, 1929 Page 13
Cape Guardeau, Missouri
2: Western State Teachers College Bulletin, Vol. 24, #4
Kalamazoo, Michigan 1929 Page 30

and candidates are chosen by the student members of the society with the approval of the faculty." [1]

NEW TYPE

A new type of Honorary Society has just come into the field. This is sponsored by the Northeast Missouri State Teachers College, Kirksville, Missouri. It is to be called the Alpha Phi Sigma. The aim is to "make scholarship one of the great ideals of school life and after-school life, and will make members all students who are the valedictorians and salutatotians of preparatory schools. A certificate will be given which shows the holder has received the highest honor and insignia that can be bestowed upon him at this time or any future time, except a like honor for further scholastic effort. It will honor the student, the college, and the community." The objectives are: "To encourage scholarship among pupils in the secondary schools by providing suitable recognition of high scholastic attainment when the student graduates from the secondary school. To furnish a worthy incentive to the maintenance of high scholarship after matriculation for college work, by providing opportunity of entrance into and advancement within this organization when definite scholarship record is maintained. To counteract detracting influences which are detremental to scholastic

1: State Teachers College Quarterly, Vol. XIII, #4
Farmville, Virginia June 1927 Page 28

attainment in both secondary school and college. To produce a community feeling and public sentiment for exceptional scholarship among ambitious students in the college. To produce stronger, better equipped and bettwe spirited graduates to serve the communities into which they go. To induce college students, members of this organization, to return to their home schools and encourage their friends in the secondary school to attain high scholarship." [1]

This organization sounds like an administrator's efforts. It looks like good advertising. The Teachers College wishes to make a contact with the brighter students of the secondary schools. It likes to pose as a booster of scholarship. No doubt it is a clever idea, but will it accomplish the above purposes?

DOUBTFUL FUNCTION

In many schools the valedictory and salutatory honors have long been done away with. The inaccuracy of our marking system often makes this honor doubtful. With the many courses as commercial, agricultural, domestic arts, mechanic arts, and college preparatory, each with different standards of marking and difficulty, makes it next to impossible to pick the most intelligent

BEHIND TIMES

students. These honors often cause trouble in schools for often the difference in the total grades is a matter of less than 1%. In small schools the valedictorian is sometimes of lower ability than the same position in a larger school. It is very doubtful, in the writer's mind, that any of the objectives will be obtained by such an organization. It is doubtful if any higher educational institution should honor students before entrance. A valedictorian club, within the normal school, might be justified and meet better the objectives aimed at.

SUMMARY.

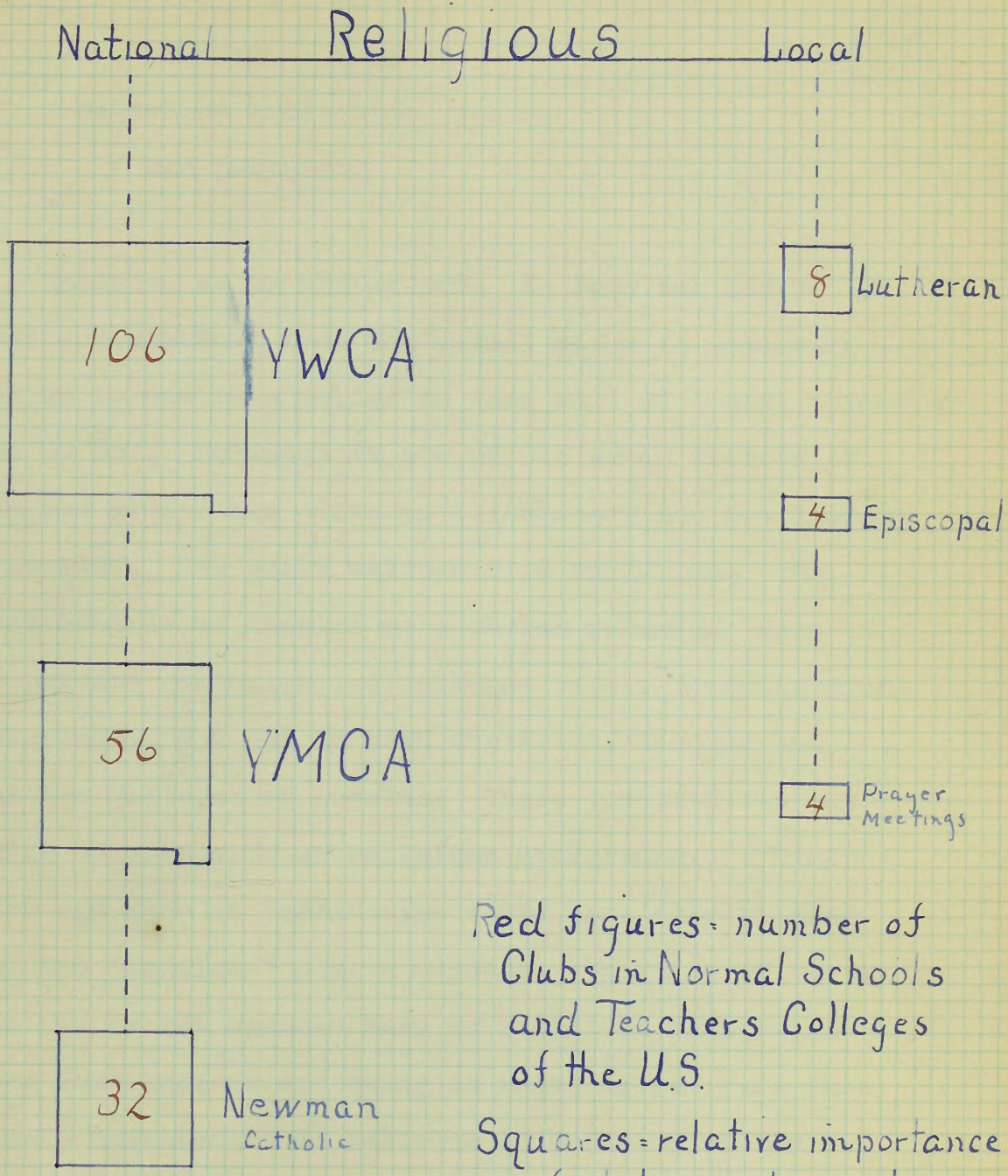
The social fraternities are not popular in the Normal Schools and Teachers Colleges. These institutions are democratic; the fraternities are not. The latter do not fit into the educational ideals. Many states forbid the organization of fraternities and many other schools frown upon their entrance into the system.

The objection is based upon the fact that these clubs tend to split the student body up into small competitive groups whose interests are more within themselves than the welfare of the institution. They develop hardfeeling, disappointments, and politics, all detremental to the best interests of all.

On the other hand, fraternities help the administration. They attempt to keep their numbers up to at least the passing mark. The social activities centering around the fraternities are many and relieve the officials of efforts in this field. The organizations also attempt to keep their members out of the Dean's Office in discipline

matters. They generally encourage their members to participate in extra-curriculum activities so the fraternity will have a standing on the campus. However, the general opinion and the experience of the academic colleges are that the harm is far greater than the good accomplished.

Honorary fraternities are harmless. They are an appeal to scholastic endeavors. They add to the dignity of the extra-curriculum activities and are closely tied up with the faculty. Their social activities are of a high order. Their choice of membership is based on activities within the school and not personal popularity or financial ability. The undemocratic nature of the social fraternities does not apply to the same degree. Members are chosen for what they have done, not what is hoped they will do. In life a man who has won his place on the social scale is not criticised, he has obtained what he deserved, but if a man has social position and does not deserve it then popular sentiment is hostile. The same is true in scholastic life. The honorary societies attempt to honor only the deserving. They have a place in professional schools.


National
Religious
Local
106
YWCA
56
YMCA
32
Newman
Catholic
8
Lutheran
4
Episcopal
4
Prayer
Meetings
Red figures = number of Clubs in Normal Schools and Teachers Colleges of the U.S.
Squares = relative importance of clubs as to numbers

CHAPTER XII.

Religious Activities, Chapel and Lectures.

HISTORY

Religion is as old as man. In fact man became human and distinct from the animal stage in evolution when he turned to a belief in some sort of a God, either good or bad. Religion is one of the great factors of life and always has effected the history and development of mankind. The early schools were religious. The first schools of America were church schools. Many of our private academies and colleges have a denominational background. But not so with the Normal Schools and Teachers Colleges of America. These institutions are public schools with no religious background. A hundred years ago such an institution would have classed them with the "God-less" public schools. In spite of the fact that the Normal Schools have no religious background these institutions are doing as much, if not more than as many denominational colleges in encouraging church attendance and a spiritual atmosphere. Public sentiment has always had its influence on these schools.

In the days of fifty years ago, the prayer meeting was the chief extra-curriculum activity. The prayer

was the chief extra-curriculum activity. The prayer meeting still is continued in a few schools, but in the great majority of schools the Y. M. C. A. and the Y. W. C. A. have been substituted. The Y. W. C. A. is an active organization in Southern Normal School. "The purpose of this organization is to promote growth in Christian faith and character. One of the special features is the study of the Bible. The girls are given every opportunity to devote themselves, in united effort, in making the will of Christ effective in human society, and to extend the kingdom of God throughout the world. The students are showing an increased interest and putting forth much effort in the preparation for life and service." 1

FIFTY YEARS AGO

"Attendance upon Sunday morning church, and Sunday-School is expected of every student, except for valid reasons. Students may attend the church of their own or their parents' choice, but should not change from church to church except for good reasons. In religion, as in other things, progress is measured by the amount of intelligent effort put into the problem. The student

1: Southern State Normal Quarterly, Vol. XX, #1
Springfield, South Dakota June 1929 Page 25

body puts a large measure of thought and effort into the religious problems of college life as Kingdom's tasks. The Y. W. C. A. stands for physical, mental, and spiritual development of a girl. The primary object of the association is to train young women for effective Christian leadership. The activities group themselves around Bible Study classes, Fellowship classes, Prayer Meetings, and individual problems. Practically the entire social calendar of the school groups itself around this organization. It is the prime institution for building and maintaining a Christian atmosphere in the College life." [1]

BIBLE STUDY

The southern teachers colleges generally tend more to Bible study and church attendance than in other sections of the country, but a religious atmosphere is aimed at in all parts. A Carolina president says, "The college makes every effort toward bringing about a healthy development of Christian leadership among the young men and women. Every member of the faculty is also a member of some church. Boarding students are required to attend Sunday School and one preaching service every Sunday at one of the churches.

1: Georgia Normal School Bulletin, Vol. V, #3
Collegeboro, Georgia July 1929 Page 33

The college recognizes the value of well organized religious instruction as a legitimate part of training teachers. ---- We have worked out a plan whereby students may secure a limited amount of religious instruction from local pastors. These courses by local pastors, who are all college graduates, carry credit in the college." [1]

Alice Hewitt, a student of the Johnson, Vermont, Normal School, shows how a religious atmosphere is obtained in Vermont. "The churches extend the true hand of friendship to all those who wish to attend their services. Young Peoples' and Epworth League meetings are held in the evenings. These are frequently led by the girls and enjoyed by all. Occasionally socials are given at which the girls are made welcome guests and later willing workers. At Sterling Hall candle-light vesper services are held around a blazing, crackling fire. Bits of scripture and poetry are read, beautiful stories are told, and old familiar hymns are sung. One senses the Divine presence in these simple services." [2]

VERMONT

The desired religious atmosphere should be built up

1: Western Carolina Teachers College Bulletin, Vol. VI, #1
Cullowhee, North Carolina July 1929, Page 17
2: Johnson Normal School Catalogue 1929 Page 27
Johnson, Vermont

by school activity on the campus rather than in the local churches. Off the campus religious activities have little value or carry over for the institution.

CAMPUS ACTIVITY

Compulsory church attendance on Sunday is a poor substitute, but is attempted in some institutions, as example quoted and others. A Maine school says, "There are two churches in the village - Congregational and Methodist. Regular Sunday morning attendance at one of these churches is compulsory except for those pupils who are excused from such attendance because of their own or parents' conscientious scruples. A class for the Normal students is maintained in each Sunday School, and each pupil is strongly urged to join the class connected with the church she regularly attends." 1

Y. W. C. A. and Y. M. C.A.

The Y. W. C. A. and Y. M. C. A. bring religious activities onto the campus. These organizations are doing a great work not only in raising the moral tone of the institution but in developing leaders in religious work, a much needed person in small communities. A Texas institution describes very clearly this aim in their own

1: State Normal School Circular 1930 Page 37
Gorham, Maine

institution. "Spiritual insight, carrying with it a deep appreciation of the value of Christian living, is an important qualification of every successful teacher. Moreover, the power of leadership in Christian services increases greatly the value of a teacher to a community. The College realizes its obligation to encourage, and cultivate religious activities among its students. Every effort is made to develop a widespread appreciation of the fundamental values of the Christian religion. The Y. W. C. A. accepts responsibility for leadership in Christian work and for moral standards of the student body. These organizations make serious and successful efforts to cultivate powers of spiritual leadership and to give opportunity for wholesome social recreation." [1]

Y. W. C. A. AIM

A Virginia school states clearly the aims of the Y. W. C. A. in more of the religious terms, but fundamentally the purpose of the association in all schools. "The Y. W. C. A. affirming the Christian faith in God, the Father, and in Jesus Christ, His only Son, our Lord and Saviour; and in the Holy Spirit, the Revealor of truth and source of power for life and service, according to the teaching of Holy Scripture and the witness of the

1: West Texas State Teachers College Quarterly, Page 40
Canyon, Texas Bulletin #49 May 1928

church, declares its purpose to be:

1. To lead students to faith in God through Jesus Christ.

2. To lead them into membership and service in the Christian Church.

3. To promote their growth in Christian faith and character, especially through the study of the Bible.

4. To influence them to devote themselves in united efforts with all Christians, to making the will of Christ effective in human society, and to extending the Kingdom of God throughout the world.

The association conducts daily evening prayer services, holds special weekly Morning Watch services, and fosters a spirit of religious life and service. Some special features of the work are: the observance of the World Week of Prayer; holding Mission Study Classes for six weeks; bringing to the school a noted speaker each year to give a series of addresses on the Principles of the Christian Religion and bringing other noted speakers who give an international viewpoint to leading Christian movements." [1]

A West Virginia school carries the professional aim. "The Y. W. C. A. has for its purpose not only a training in

1: State Teachers College Quarterly, Vol. XV, #4
Farmville, Virginia June 1929 Page 30

Christian service for College days, but also a training in service that will fit one for a greater usefulness in the life beyond the College Campus. Prayer meetings and mission study services are held each week. Some of the special features of the work have been Candle Recognition Services for new members each fall; Children's Story Hour each week; correspondence with secretaries in foreign fields; teas; hikes; and birthday parties." [1]

PROFESSIONAL AIM

The Y. W. C. A. carries on many activities other than religious in some institutions. "The association has for its purpose not only to train young women while in college in methods of service, but to fit them for greater usefulness when they leave college. Some of the important features of work are: social activities, weekly devotional services, and various study groups." [2]

SUCCESSFUL EXAMPLE

"The tone which pervades this college is due in large measure to the fact that Y. W. C. A. has a strong organization on the campus. The girls distribute baskets of food, clothing, and toys, to the needy. At present they are devoting much time and thought to the social and

1: State Normal School Catalogue, July 1929 Page 21
West Liberty, West Virginia
2: Kansas State Teachers College Bulletin, #62
Emporia, Kansas January 1929 Page 28

educational welfare of the negroes of the county. They have equipped a negro baby ward in the hospital and have participated in national and international student movements." 1

OTHER AIMS

"The ideal of the College Y. W. C. A. is to promote fellowship and associations of students with young women of this continent and through them with young women in colleges all over the world. For several years our association has worked with the students in South America. Recreation is afforded through hikes and parties. Services to others are given in helping to find rooms for students, employment bureau, assisting in community work, operating a book exchange, and maintaining a rest room open to all students." 2

"The Y. W. C. A. was chartered in 1915. It is the only religious organization for women on the campus. Its major efforts are directed along lines of devotion, education, and social service. Several social gatherings for members are arranged during the year -- hikes, breakfasts out of doors, and the Colonial Ball on February 22nd. In

1: State Teachers College Bulletin, Vol. XIX, #2
Huntsville, Texas July 1929 Page 29

1928 the Y. W. C. A. acquired its own room. This is enjoyed by all as a study and rest room and as a place for the regular weekly meeting." [1]

Y. M. C. A.

The Y. M. C. A. activities among the men are similar to their sister organization, except that they are far fewer in number and on the whole of smaller value. This is due to the fact that the men in teachers colleges are in the minority and there is less opportunity. As the number of men increases the value of this organization will grow in importance. At the Keene Normal School, Keene, New Hampshire, the boys meet with the girls in this religious activity.

OTHER RELIGIOUS ORGANIZATIONS

The Y. W. C. A. is Protestant. There are other religious clubs of several denominations. The Newman Club is located in several institutions and is doing valuable work among the Catholic students. "The Newman Club is composed of the Catholic students and faculty members of the College. Devotional meetings are held every Sunday morning except when there is a service in the local church." [2]

"The varied religious interests of the students

1: Kent State College Quarterly, Kent, Ohio. 1930 Page 41
2: State Teachers College Bulletin, 1929 Page 27
Mayville, North Dakota

Religious Affiliation in Western Survey.

	Colorado 1929	Michigan 1922	Kalamazoo Teachers Col 1929
Methodist	27 %	31 %	31.8 %
Presbyterian	16.6	13.4	12.3
Catholic	7.4	12.4	6.7
Congregational	6.5	8.5	8.7
Baptist	8.37	5.9	6.8
Episcopal	7.	4.3	4.
Christian	8.7	1.	0
Lutheran	1.4	6.6	4
Scientist	1.7	1.1	1.5
Reform	0	1.4	4.
Church of Christ	0	1.4	3.5
Presbyterian United	1.3	0	0
Swedish Evangel.	1.	.9	0
Unitarian	.4	0	0
Nazarene	.3	0	0
Methodist	.15	.1	.3
Jewish	.07	.3	.54
Disciple	0	.2	0
Saints. L. D.	.15	.03	0
Advent	.07	.07	.45
Menonite	.07	.03	0
Universalist	0	.1	.36
Greek	0	.03	0
Friends	0	.03	0
Morarians	0	.03	0
Spiritualists	0	0	.05
Salvation Army	0	0	.14
Federated	0	0	.22
No Affiliation	10.9	9.9	11.8

Chart X. Analysis Student Body. Western State Teachers College Kalamazoo Mich. Bulletin Vol 5 No1 Date 1929

Religious Preference of Students at Keene Normal

Keene New Hampshire 1930

~~Catholic~~	No.	o/o
Catholic	183	27.1
Congregational	177	26.2
Methodist	95	14.2
Baptist	77	11.3
Episcopal	55	8.2
Union	24	3.8
Unitarian	18	2.7
Universalist	11	1.6
Science Ch.	6	.8
None	6	.8
Presbyterian	5	.73
Jewish	5	.73
Christian	5	.73
Lutheran	3	.44
Greek	1	.15
Friends	1	.15
Advent	1	.15
New Church	1	.15

are fostered by the Lutheran Club, Newman Club for Catholics, and the Y. W. C. A. Meetings of a religious and social nature are held bi-monthly. These groups aid the students in keeping in touch with their churches and provide excellent agencies for getting acquainted and for social work." [1]

"The Y. W. C. A., the Catholic Association, the Christian Service Club, and the Episcopal Club, encourage student fellowship and participation in the religious life of the school." [2]

NEWMAN CLUB

"The Newman Club is a member of the National Newman Club Society, which has a branch in many colleges. The club is open to all Catholic students. The club emphasizes both social and spiritual life. Parties, social evenings, combined with addresses by noted speakers makes the work interesting and valuable." [3]

DE LASALLE

At Keene Normal School, Keene, New Hampshire, the Catholic club is known as the De LaSalle Club, and is an

1.: State Teachers College Catalogue, 1929 Page 28
Mankato, Minnesota
2: Peru Bulletin, State Teachers College, Vol. XV, #11
Peru, Nebraska July 1929
3: State Teachers College Catalogue 1928 Page 22
St. Paul, Minnesota

active organization for good on the campus. In the State Teachers College at Stevens Point, Wisconsin, the Catholic club goes by the name of the Loyola Club.

The religious clubs serve many good purposes. They give a much needed religious atmosphere to student life on the campus. It gives a fine tone to social activities carried on by this organization. But best of all it is not a departmental club and the subject matter teacher does not dominate. Here is a fine opportunity to develop leadership. In no extra-curriculum activity is leadership better developed than in these denominational clubs. There is no competition or feeling - just quiet serious endeavor. The administrator does not use them for his own purposes except to advertise to parents that their daughters are in safe hands because of the work of these societies. It also gives valuable vocational training for most towns are looking for teachers who can be a help in their religious work. It adds value to the teacher in the eyes of superintendents and school boards.

CHAPEL.

The chapel, a period set aside each day for the

reading of the bible, and prayer, has come down to us from the past when colleges were a professional school for ministers. Trustee sentiment continued it in the academies and public sentiment in the public schools. Just how much these chapel exercises have influenced the religious or moral life of the school is a question.

HISTORY

Until recently this period was compulsory in all colleges and is today in the great majority. In the early days at Middlebury College, Middlebury, Vermont, chapel was at five o'clock in the morning. Later it was placed at seven o'clock and as student sentiment became strong against the services, it changed to the more popular time of ten o'clock. Many of the other colleges have gone through this same change in time. In most schools compulsory chapel is not popular and the general tendency is to do away with it or have it not compulsory.

PRESIDENT'S HOUR

The chapel period has always been the "president's hour." It was at this period that the president attempted to impress his personality on the student body. It was here that he reigned supreme. From the standpoint of the student body there is nothing in college life that has failed in its purpose as the chapel. They attend because

they must, and only a few of the students give it any real support. The faculty are equally unenthusiastic. Many faculty members never attend chapel unless the president requests it or uses some personal persuasion. Of all the activities in college, none have been a greater failure than chapel.

PROBLEM UNSOLVED

The normal schools have only partially solved the problem. For the sake of school unity they must be maintained. However, a poor chapel does more harm than good to the student body. Often it degenerates into a period for scolding and emphasis on school regulations that have been broken. A Colorado College president has solved the problem by having chapel once a week and having that organized not by himself, but by the student body. The general assembly of students and faculty once each week is the one meeting of all members of the school community at which the presence of each member is expected. It affords the opportunity for business and social announcements, for the presentation of entertaining and instructive programs, and for fostering and extending the distinctive unified spirit of the school. The programs are arranged by a committee of student and faculty members. Two brief devotional assemblies are held each week. Attendance is

voluntary as the individual wishes, to go, apart from other activities, for a few moments of meditation and devotion. The program is kept simple and uniform - a hymn, a scripture reading, a talk by a member of the school community, or by invited speaker, and closing with a prayer. The spirit of this assembly is sincere and devout." [1]

WEEKLY

A Vermont school holds the weekly assembly. "At the weekly assembly period, lectures and musicales of educational merit and interest outside the school curriculum are provided. These contribute to the advantages offered for cultural improvement." [2]

NEW PROGRAM

It is very noticeable that the administrators have not only cut down the assembly periods, but have given up their hour to entertainment by others. From Ohio we read, "Assembly exercises are held on Tuesday of each week. The exercises include a brief devotional service followed by an address by a member of the faculty or an outside speaker, or by a special program. Every faculty member and student is expected to attend these exercises." [3]

1: Adams State Normal School, Vol. 3, #1 1929 Page 59
Alamosa, Colorado
2: State Normal School Catalogue 1930 Page 35
Castleton, Vermont
3: State Normal School Catalogue May 1928 Page 33
Bowling Green, Ohio

A similar idea is carried out in Washington. "Regular assembly is held each week at which attendance is required. Programs are planned to include entertainment features, lectures by members of the faculty and by visitors of note, brought to the school especially for this purpose." [1]

Assembly of the student body should be held more often than once a week. The period between meetings is so long that continuity is lost. Assemblies may be made valuable by more student activity. Students enjoy hearing outside speakers, but nothing holds the body so well as self-activity. The ability to get up before their own group is of great training value and a privilege not taken too lightly. A contrast of the old type and new type is interesting. An example of the old type, from Minnesota: "One of the vital traditions of the college is the simple chapel exercises, whose unifying and socializing influence is responsible for much of the professional spirit of the College. In this daily assembly everyone takes part, and everything is done with finish and decorum. Life lessons are taught through readings, music, and other forms of instruction." [2]

NEEDS

1: State Normal School Quarterly, Vol. 23, #3 Page 10
Ellensburg, Washington July 1929
2: State Teachers College Quarterly, Series 25, #4 Page 12
Winona, Minnesota May 1929

VIRGINIA

Another example from Virginia reads, "Although a State institution and hence not under denominational influence, this college realizes the importance of a life higher than the intellectual, and the religious interests of the students are a matter of constant concern. There is a daily chapel exercise, with the reading of the Scripture, a hymn and prayer. The ministers of the several denominations of the town take part in conducting these exercises." [1]

STUDENT ACTIVITY

A Connecticut Normal School sounds the note of student participation, although their chapel meets only twice a week. "Assembly occupies a full class period on Monday and Thursday mornings throughout the year. Programs are in charge of the Assembly Committee, and they involve a large measure of student participation. Different types of school activities are exemplified by student groups and addresses by teachers, students, and outside speakers are frequent. Assembly singing and other forms of music enrich the programs that are designed to be always educations. Attendance is expected of all members of the school." [2]

1: State Teachers College Bulletin, Vol. 8, #4
Farmville, Virginia June 1929 Page 24

2: State Normal School Catalogue 1929 Page 20
Danbury, Connecticut

A Pennsylvania school has developed the student participation for chapel three times per week. "The chapel is used three times a week for devotional exercises. At these the whole school assembles and through this activity becomes more united. After the devotional exercises are concluded, the remainder of the assembly period is given over to some special feature. These features include student organizations presenting various programs, talks by noted people, athletic pep meetings, singing, and special entertainments. The students have charge of these programs both in arrangement and in the conducting of them." [1]

A DAILY CHAPEL

A Southern school has a daily but strong chapel program. "Every school day has a thirty minute devotional service in chapel. This period is under the direction of the president. Different departments of the college have charge of the chapel program. Every week the Music and Expression classes have charge of one chapel. Other classes have charge for one day each week. Outside speakers visit chapel from time to time. Once a week we have the ministers

1: The Normal Review, Vol. 39, #2 May 1929 Page 23
California, Pennsylvania

or some speaker from the city speak to the students." [1] This program would be strengthened without doubt if conducted three times a week rather than five. Students could have charge twice and the ministers and others once a week.

KEENE, NEW HAMPSHIRE

At Keene Normal School, Keene, New Hampshire, an attempt to solve the chapel period problem is being made. On Monday there is a general assembly of the whole school. After the usual devotional exercises, songs are sung by the choir and music furnished by the school orchestra. A "Current Event" is given by one of the seniors, and as a rule the President talks or reads to the group, or an outside speaker is obtained. Tuesdays and Thursdays the upperclassmen have chapel and on Wednesday and Friday the freshmen meet. Each group has their choir and orchestra, a "Current Event" of about five minutes is given, and at least once a week in each chapel an educational program by the students is furnished. It is noticeable that the students enjoy the chapel period in which students take part. The more student participation the more successful are the exercises. When the efforts of the students

1: Georgia Normal School Bulletin, Vol. 5, #3
Collegebora, Georgia July 1929 Page 34

becomes more valuable and interesting to all, which is hoped for by another year of experimenting, it is expected that the problem will be solved. Without doubt the success will center around student participation.

Every teacher must, when in the field, hold devotional exercises in her school, or participate in assembly programs. In Junior and Senior High Schools the assembly is becoming very important. Young teachers should know by experience how to handle such an activity. The old college idea of devotional exercises must give away to something of value to the students. Chapel exercises in Normal School should be the place where Normal School students may get experience in knowing how to develop strong, influential opening exercises as well as gain experience in participation in them.

PROFESSIONAL AIM

Devotional exercises have little carry-over to the average student as a moral or religious influence. It is simply a necessary period in which they begrudge the time spent. On the other hand it can be made of great value. School spirit of the right sort may be developed.

FAILURE OF

Educational ideals may be taught and expounded. An appreciation of good music, and group singing may be taught in a worthwhile manner. Experience in speaking to a group on worthwhile subjects by many students is exceedingly valuable, both to the audience and students. Sketches on historical and scientific events, developed and presented by the pupils not only fixes the events in their own minds, but shows the group how this dramatic endeavor may be made in schools in which they may teach. Chapel should always be optimistic, happy, educational, and valuable, and never, if possible, a place for scolding. There is no better place for ideals of the profession and of life to be brought before the enthusiastic youths.

LECTURE COURSES.

COST

Almost all the Normal Schools have an activity fee ranging from five to ten dollars a year. This is divided into athletic funds, outing club funds, money for the school paper, and an entertainment course. This entertainment course brings some of the best talent of the country

to the schools and has professional value to the small town boys and girls who have not had the opportunity to see and hear the best that drama and music have to offer, or to hear the leading men and women in various fields. The value lies more in the cultural development rather than in the professional. It stimulates the students to higher endeavor as well as an appreciative attitude toward the worthwhileness of their educational endeavors. A few examples of this activity will be given on the following pages.

LECTURE COURSE OF

Kent State Teachers College, Kent, Ohio
Activity Fee $4.00 per quarter. 1929-1930

The Russian Cassack Chorus
Lincoln Lecture by IDA M. TARBELL
Violin Selections by WILKOMKSKI
JAPANESE PLAY: ONGAWAS
India Lecture by CHANDRA GOONERTNA

LECTURE COURSE OF

Eastern Illinois State Teachers College
Charleston, Illinois. Fee $3.25 per quarter.
1928-1929

Piano Recital by IRENE and MOISSAYE BOGUSLAWSKI
Lecture by CARL SANDBURG
Julius Caesar by STRATFORD PLAYERS
Dramatic Recital by W. V. GRANVILLE
Cleveland Symphony Orchestra
Birds Lecture by C. C. GORST

LECTURE COURSE OF

State Teachers College, Whitewater, Wisconsin
Fee $ .50 per semester. 1929 - 1930

Sun Up Drama of Carolina Mountains
A Musical Melange J. R. REED & COMPANY
Musical Program FILIPINO COLLEGIANS
The Woodsman Poet LEW SARELL
Musical LISZT ENSEMBLE
Take My Advice - Comedy

LECTURE COURSE OF
State Teachers College, Winona, Minnesota
Fee $ 9.00 per year. 1928-1929

Play by C. R. KENNEDY & EDITH MATTHISEN
Monologue by CORNELIA OTIS SKINNER
Draemer String Quartette with HENRI VERGRAGGEN
Baritone FRASER GANGE
Little Symphony Orchestra Led by GEORGE BARRERE

LECTURE COURSE OF
Oregone Normal School, Monmouth, Oregon
Fee $1.00 per quarter. 1929-1930

Play by MORONI OLSEN PLAYERS (Fall term)
Play by MORONI OLSEN PLAYERS (Winter term)
Baritone Recital J. C. THOMAS
A Unique Recital PATRICIA MACDONALD
Science Lecture DR. WILFRED OSGOOD
Russia and the Orient Lecture by MAURICE HERDUS
Science and the Future Lecture by H. I. JONES

LECTURE COURSE OF
State Normal School, Salem, Massachusetts
Fee $10.00 per year. 1926-1927

Concert GLEE CLUBS FRAMINGHAM and SALEM NORMAL
Concert GLEE CLUBS BROWN UNIVERSITY and SALEM NORMAL
American Music Lecture by MYRTLE JORDAN
Problem in Character Building Lecture by A. E. WINSHIP
Responsibility Lecture by ANNE D. BLITZ
Parent Teachers Association Lecture by ADA L. WEBBER
Special Class Work Lecture by A. B. LORD
Individual Differences Lecture by G. D. STRAYER
Health Lecture by ANNE WHITNEY
Opportunities Lecture by KATE STEVENS
Business Ethics Lecture by G. C. BESTICK
Library Methods Lecture by E. L. JONES
Co-operation of Teacher and Physician Lecture by
Dr. G. H. BIGELOW

CHAPTER XIII.

SCHOOL PAPERS

HISTORY

This subject is a thesis in itself. Due to the size of the problem and the type of work being done, the subject will be discussed briefly. The school papers have been an activity borrowed from the Colleges. It is also a development of the English department. The first papers developed by the Normal Schools were of a literary nature. Many of their articles were on different subjects and often of the short composition type. This resulted in great motivation in this field, but was not popular in the student body as a whole, and not a financial success. They had some professional value in that they taught the student how to write for publication, using few words but bringing out a point clearly and logically.

WEEKLY PAPER

The administrators are more interested in a paper that parents and the student body will enjoy, and at the same time bring the school activities to the forefront. The result has been a weekly, or a bi-weekly paper of campus activities with alumni notes. This is the most popular type at the present time. Without doubt it has more professional value to the student as most of their

future writings will be for the daily or weekly papers. About three-quarters of these papers are written by the students and the rest by the faculty. They generally give both students and faculty an opportunity to express their ideas in a sane manner and a chance to bring before the student body some subject they are interested in. When the presidents contribute, it is generally on subjects like loyalty and responsibility.

MONTHLY

Another type of paper is often published - an edition generally monthly or quarterly for the distribution of educational facts for alumni or the public. These papers are more for progaganda purposes of developing public sentiment in favor of education or for the school. They are often distributed free and no doubt do good in the long run. This is a faculty activity rather than a student activity.

YEARLY

Once a year most schools publish the Annual. This is a senior number with pictures and write-ups about each member of the class. Also there are departments for such activities as athletics, dramatics, club activities, musical organizations, and the like. These books are

interesting to the student body and are kept as memory books. Most of the work is done by students, but the cost is generally large.

The normal schools, as yet, have not entered into the comic or jokebook type of publication. The college magazines of this type are generally a disgrace to the institutions that sponsor them. It is hoped that the seriousness of the professional work in the normal schools will keep this type of literature off their campus. If, however, it should be attempted, it is hoped that the tone of jokes will be raised to a higher level.

JOKE BOOK

Many high schools and junior high schools have school papers. The training a normal school student gets as editor, business manager, or a contributor and reader, will be of great help when she is the faculty advisor in a secondary school. Most secondary school papers are of a fairly high type. Future teachers, to raise this standard, must get their training in the normal school publications before they enter the profession. The chief aim of the normal school paper should be for training purposes, and not advertising.

PROFESSIONAL AIM

CHAPTER XIV.

POINT SYSTEMS.

In most schools there are few leaders and many followers. These leaders are apt to take on the leadership in many activities and not do justice to themselves or to the position they hold. Extra-curricular activities aims are to develop the latent power in as many as possible. To avoid the danger of a few doing all the work, some schools have a point system which checks this undesirable tendency. These systems were forced upon the schools by the over-ambitious students, and on the whole are beneficial. The Normal School must develop leadership in every student. Teacher failures are often traced to this one thing. Every teacher must be the leader of the boys and girls she is working with. The point system brings this idea to the attention of all and from the professional standpoint it is one of its most valuable contributions.

FEW LEADERS

The Bridgewater Normal School, Bridgewater, Massachusetts, has the following system which took three years of study to develop. "The following point system is for the purpose of limiting the amount of extra-curricular

BRIDGEWATER SYSTEM

activities to be engaged in by one student. The maximum number of points to be carried is twenty-five.

President of Student Co-Operative Ass'n.	25
Other officers of " " "	20
President of Women's Athletic Ass'n.	18
Other officers of " " " (Except Treasurer	12
Treasurer of " " "	10
Captain of any sport	8
President of dormitories	15
Vice-President of dormitories	10
Secretary and Treasurer of dormitories	8
President of any class	12
Other officers of class	5
Secretary and Treasurer of any class	8
President of day students	20
Vice-President of day students	8
Secretary and Treasurer of day students	10
Class representatives	5
Editor of School Paper	20
Ass't. Editor of School Paper	5
Business Manager, School Paper	15
Ass't. " " " "	5
Advertising " " "	18

Art Editor, School Paper	10
Ass't. Art Editor, School Paper	8
Literary Editor and Ass't. School Paper	10
Treasurer and Ass't. School Paper	5
Sport Editor " "	5
Editor of Campus Comment	18
Other officers of Campus Comment	10
President of Scouts	12
Vice-President of Scouts	8
Treasurer of Scouts	5
President of Clubs	10
Vice-President of Clubs	5
Secretary of Clubs	8
Treasurer of Clubs	5
Chairman of School Activities	10
Manager of Sports	10
Ass't. Manager of Sports	5 " [1]

West Texas State Teachers College says, "The point system is a plan, formulated and enforced by the students

1: Hand Book of Student Co-Operative Association
State Normal School 1929 Pages 34-37
Bridgewater, Massachusetts

TEXAS SYSTEM

themselves, for the regulation of leadership in the various student organizations. The purpose of this system is to protect those students who have already developed initiative from the responsibility of many offices, and to give additional opportunities for the development of the more timid ones. The offices are evaluated by points according to the amount of time and ability required to execute them. The maximum number of points a student may hold is ten."[1] (269)

Student Council	
President	6
Members	4
PRAIRIE Staff	
Editor	10
Business Manager	6
Issue Editors	6
Department Editors	4
Reporters	2
LeMUAGE Staff	
Editor	10
Assistant Editor	6
Department Editors	4
Literary Society	
President	5
Vice-President	4
Secretary	2
Treasurer	2
Class Organization	
President	5
Vice-President	3
Secretary - Treasurer	3
Other Organizations	
President	5
Vice-President	2
Secretary - Treasurer	2
College Yell Leader	2

A point system and purpose for extra-curricular activities of the State Normal School in Frostbury, Maryland, is as follows: "The values of the socalled extra-curricular activities are many, but primar among those values must be the thoroughness and completeness of the self-expression and self-realization of the individual. These values are opposed to the slipshod, the tag-a-long type. The student must feel, "It is my best." To eekp these values uppermost before the students and faculty, a point scale has been evolved and is being tried out. The various positions in the student activities are divided into groups, A, B, C, and D. The point valuation of A is 9; B, 6; C, 3; and D, 2. The maximum number of points that any student may carry during the term is fifteen.

Group A

President of Y. W. C. A.	9
President of Dramatic Club	9
President P. A. C. E. Club	9
President of Men's Club	9
President of Athletic Ass'n.	9
President of Class 9	9
President 4H Club	9
President Student Council	9
Editor of FRONTLINE	9

Group B

President of Dancing Club	6
President of Glee Club	6
Officers of FRONTLINE	6
Managers - Athletic Teams	6

1: (Page 264) West Texas State Teachers College Quarterly
Canyon, Texas Bulletin 29 May 1929

Group C

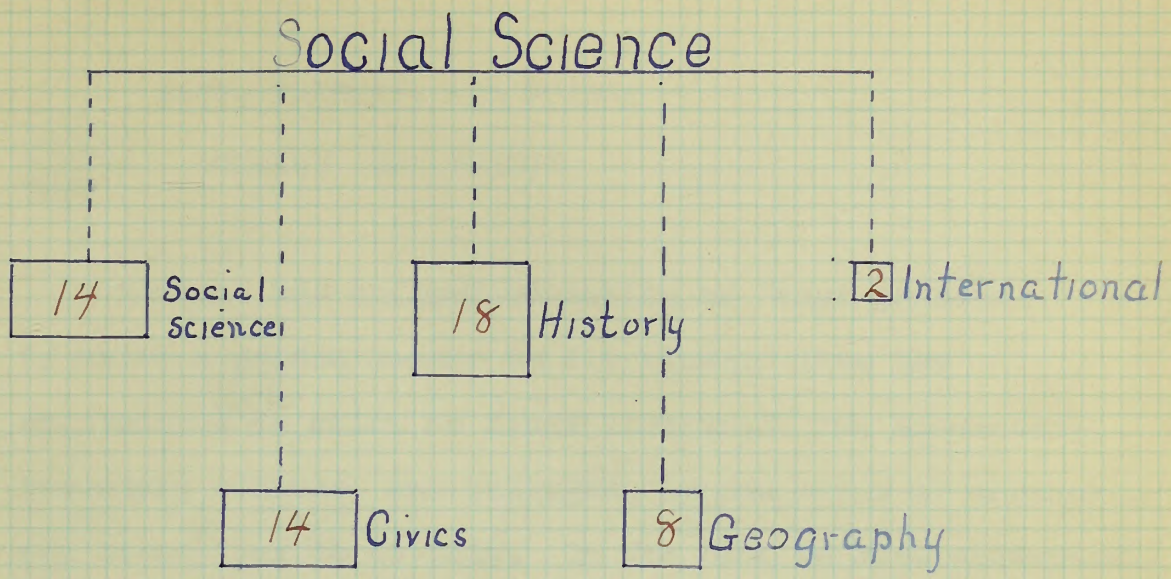
Cheer Leaders	3	
Class chairmen	3	
Student Council	3	
Activities of letter awards	3	
Participation in major public program	3	

Group D

Chairmanship of Committee	2	
Membership in Group A Activities	2	" [1]

It is always easy to criticise, but hard to be constructive. The above point systems are very good and were the best the writer obtained. The purpose is to spread out the opportunities for leadership. The major officers by all systems are limited to only one person. This is very commendable. The success of any organization rests with not how much the president works, but how much he gets the members to work. If a student was club minded by any of the schemes he could belong to most everything as long as he did not hold office. In all these schools a student could belong to all the athletic teams without reaching the limit of points. These systems seem to be too broad, but are a step in the right direction.

1: State Normal School Catalogue 1928-1929 Pages 22-23
Frostbury, Maryland



Key to chart

Red figures = number of clubs in Normal Schools and Teachers Colleges in U.S.

Squares: Relative importance in relation to numbers.

PAST, PRESENT, AND FUTURE

SUMMARY OF THESIS

AIMS IN EDUCATION

Someone has defined education as "that process by which a person learns to fit himself into the enrivonment in which he finds himself." The elementary, secondary schools, and colleges, by one means or another, are attempting to do this. In the past we have attempted to educate children for the environment they will find themselves in when they are adults. Times change, the adult of fifteen years hence will find a different world than the adult of to-day. Ours is a changing world. In this attempt of fitting boys and girls for future environments we have failed - we have been unconsciously attempting to fit them into our own environment and woke up to the fact that by the time the children have grown up much of their education is useless and 'way behind the times. The changing aim in education is to fit students into their own environment. There is no better opportunity to do this in our present educational system than in the extra-curricular activities.

The objectives of the Normal School is to train young men and women to become the teachers of the future.

The school of the future will eliminate useless material and put more emphasis on present enrivonment and the training for leadership. Such things as health, recreation, are to become of equal, if not more importance than the subject matter courses. Are our professional teacher-training institutions making the best of their own facilities to meet the modern objectives in education?

DUTY OF NORMAL SCHOOLS

First of all normal schools as a whole are under state control and therefore public control. As President Hoover recently said, "the public doesn't always know what is best for itself." The cry of "fads and frills" of the sincere past generation and the insincere cheap politicians is as much dreaded by the normal school presidents as the Indian "war-whoop" was by the early settlers. These institutions are forced to go slowly and this policy, carried on for many years, has made them conservative in nature.

STATE CONTROL HANDICAP

The normal schools, as such, have not been in existence many years. The oldest schools date back about fifty years and the great majority have been founded within the past twenty-five years. This is an

OPPORTUNITY

advantage. The Normal Schools have not a lot of old customs handed down from the past. In fact the Normal Schools have the opportunity to take the best that the colleges have to offer and avoid the undesirable aspects. The younger schools can learn much from their older sisters. The Normal Schools are making the best of this opportunity in some ways, and in other matters seem to be falling into the pitfalls and ruts of the older school.

INFLUENCES

The extra-curricular activities of the Normal Schools fall under three influences - administrative, cultural, and professional. The first influence is on the whole detrimental. The Normal Schools have been holding a place between the secondary schools and the colleges. The Normal Schools have been fighting to get the recognition of the public and obtain the status of a college. To do this they have had to use the college methods of advertising. The purpose of the Normal School and all its activities is to develop teachers. The administrator who has his school at heart, rather than the pupils, feels that all activities should be for advertising. Any department that can develop an activity that the president can use for this purpose, immediately becomes

important in his eyes. The aim of dramatics, debating and athletics in a Normal School should be for the purpose of giving training and developing coaches for these activities in the public schools of the state. To develop coaches these activities should give an opportunity for the participation of as many as possible. To use these activities for advertising purposes means that perfection is needed and only the very best are given a chance to train. The professional and the advertising aims are so far apart that they are pulling in opposite directions. A debating team that trains many but wins few debates cannot be used for advertising. An athletic contest that is used as a laboratory experiment for training of future coaches and referees will not win as many games as the contest dominated by the coach whose sole aim and position depends on a winning team. The administrator likes the winning team for his purpose. The greatest handicap that the extra-curricular activities have today in the normal schools, is this tendency to use them for advertising.

The administrators have turned to the academic colleges as their models. The academic college is not a professional school. The normal school heads should turn

to the professional school for ways and means of building up their school standards and public standing. What dental schools, law schools, medical schools, or engineering schools use their extra-curricular activities, if they have any, for advertising? The reputation of these schools depends wholly on the products they put out. If the normal schools put out coaches with the ideals and sense of the real purpose of athletic sports at heart, the high schools would soon be turning to the Normal Schools for their coaches. In fact, this would be the very best possible advertising. The same thing is true with dramatics and especially debating. However, such a program takes time and the administrator is anxious for immediate results.

POOR MODELS

Moreover, the normal schools are encouraging intra-school contests among the secondary schools. These contests are to decide the state championship, and are used by the normal schools to get the high school students to come to their campus and thereby advertise the school. High school principals are proud to have their teams among the runners-up. The people of the town respond with banquets, sweaters, and cups. It is all very fine, but it kills the

real purpose of athletics in the secondary schools, and makes the demand for winning team coaches. It trains, and often over trains, the high school boy and girl so that they are "run out" and are of little use if they go on to higher institutions. This method trains the few instead of the many. The administrators are not only encouraging this intra-school contests in athletics, but also in debating, dramatics, music, and the very latest in scholastic contests. The greatest handicap that the Normal Schools have today is this dual purpose of the desire on one hand to be professional and the desire of the administrators to build up the Normal School enrollment and public sentiment by advertising through the extra-curricular activities.

CULTURE

The academic colleges have always prided themselves on the development of culture. Many educators differ in their ideas of just what culture is and how it is obtained. The old idea that it was obtained by the study of classics is giving away to the newer psychologists thought that culture is obtained through environment. If this latter is true, then culture may be obtained in the normal schools as well as in the colleges. In the past the normal school has been handicapped in that their course was only two years

in length. Culture cannot be gained in its fullest sense during a two-year course. Now that the course is being, and in many schools already is, extended to three and four years, the cultural aim will be more easily obtained. Other professional schools develop culture and there is no reason why the Normal School cannot.

CULTURAL NEEDS

The normal school needs more cultural atmosphere and there is a place for such activities in the extra-curricular program. This is being done by the educational clubs, literary societies, honorary societies, and in the musical organizations. However, if we take the psychological viewpoint of obtaining culture, that is, that culture is obtained by environment rather than subject matter, these clubs could become more professional and still be cultural. These clubs could be called subject-matter activities. At the meetings they study subjects that are only lightly touched upon in the classroom or only mentioned in a casual way. These groups together with those who are especially interested in literature and music carry their study more into the academic field. This bringing together of interested people into groups, is very important from both

the cultural and social standpoint. It seems, however, that these organizations could in a professional school lean more toward teacher-training. A study of how these activities could function in high school and even in a junior high school would be very profitable. Very few of these clubs do this. All of these clubs are more or less social. With older groups social evenings are fairly easy to develop, but this is a big problem in the secondary schools where the social activities center around the dance hall. In some schools the literary societies have been very highly developed from the literary and social aspects. These organizations take care of the twenty-four hour students and keep them busy and interested. These organizations, along with the honorary societies, give a tone to the extra-curricular activities that is desirable, but care should be taken that these activities should not over awe the professional clubs and become the most important and dominate the activities. The most important activities in a teachers professional school should be those that may be carried on to the schools of the state and not those cultural activities that have just passing influence.

The professional extra-curricular activities far out value all others in the normal schools, in both number and

importance. This varies with schools. The nearer the school is in its relation to an academic college, the fewer are the professional activities. Many of the small Normal Schools are doing fine work. It depends upon the atmosphere of the school, the influence of the faculty, and of the president. The majority of the Normal Schools understand their purpose and aims, and develop these to their best ability. In such schools athletics are for training purposes. Boy Scouts and Campfire activities are strong. The Science Clubs, working for the best interests of the school, conducting school experiments, hiking, and the working out of activities that may be carried on in secondary schools. The Dramatic Club develops coaches and the Debating Club develops trainers. The Country Life Club gives the students a clear understanding of rural problems and makes the boys and girls more able to be of help in the small communities.

PROFESSIONAL ACTIVITIES

The future value of extra-curricular activities depends wholly on whether or not the professional aim overcomes the pressure of the administrator's aim. If the president sees the vision and educational value of this work and eliminates the questionable desire to advertise, all will be well. The present desire to win at all costs

will disappear, the executives will turn to the Normal Schools for leadership, and teachers, and the result will be one of the greatest forward steps that education has ever taken. The normal schools entering the educational field with new blood, new ideals, and new philosophy, have the opportunity to reform one of the most fundamental and important functions of our educational system.

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